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APRIL, 1910

VOL. V, No. 1

BULLETIN

OF

WAKE FOREST COLLEGE



CATALOGUE SEVENTY-FIFTH SESSION 1909-1910

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WAKE FOREST UNIVERSITY

LIBRARY

CALENDAR

1910

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COLLEGE CALENDAR

For Session 1910-1911

September 6—Beginning of the Session.

September 15—Applications for degrees submitted.

October 1—Last day for settlement of College fees for Fall Term.

October 5—Subjects of Senior and Junior Theses submitted.

October 14—Senior Speaking and Reception by the Senior Class.

October 29—Removal of entrance conditions.

December 13-22—Fall Term Examinations.

December 23—January 2—Christmas Holidays.

January 3—Beginning of Spring Term.

February 1—Last day for settlement of College fees for Spring Term.

February 17—Anniversary Celebration of Literary Societies.

March 10—Senior Speaking.

March 18—Examination for removal of conditions by applicants for degrees.

March 25—Removal of entrance conditions.

April 8—Last examination for removal of conditions by applicants for degrees.

Easter Monday—Holiday.

May 1—Senior and Junior Theses submitted.

May 8-17—Spring Term Examinations.

May 17—Wednesday, 10 a. m., Annual Meeting of the Board of Trustees. 8:30 p. m., Baccalaureate Sermon.

May 18—Thursday, 11 a. m., Annual Literary Address. 8:30 p. m.—Address before the Alumni.

May 19—Friday, 11 a. m. Commencement Day. Addresses by representatives of the Graduating Class and Closing Exercises of the Session.

History

ORIGIN.

During the first quarters of the 19th century there were few schools in North Carolina. The State University was the only institution of higher learning. The efforts to organize a public school system had proved futile. During this period there came into North Carolina several well-trained young Baptist ministers, among whom were Samuel Wait, Thomas Meredith, and John Armstrong. They found the Baptists of the State numerous, but without organization or educated leadership. Under the influence of these men, the Baptist State Convention was organized, one of whose chief purposes was the preparation of young men "called to the ministry." There was no school under Baptist control to which such young men could be sent. There were in the State, however, schools taught by Baptists. These young men were sent to them, and their expenses were borne partly by the Convention. The need of a Baptist school was urgent. At the second annual session of the Convention, in 1832, a committee was appointed to plan such a school.

WAKE FOREST INSTITUTE.

This committee purchased the farm of Dr. Calvin Jones, seventeen miles north of Raleigh. It contained 615 acres, and cost the sum of \$2,500. Manual labor schools were popular at that time. The Baptists of Virginia, South Carolina, and Georgia were adopting the system. The Convention committee thought that the system would suit the needs of North Carolina, and upon their application the Legislature of 1833 grudgingly granted a meager charter for a manual labor and classical school under the name of "the Wake Forest Institute." Samuel Wait was chosen principal. The Convention placed the entire management

of the property in the hands of a self-perpetuating Board of Trustees. In February, 1834, Principal Wait opened the Institute with sixteen students. For several years the only buildings were those of the farm. For the first year Principal Wait was the only teacher. Others were added as the institution grew. For five years the manual labor feature was continued, but without success. The number of students, however, increased rapidly for two years, reaching 143, and then fell off to 51. In 1838 the manual labor feature was abolished and the Institute was rechartered as Wake Forest College.

BEGINNING OF THE COLLEGE.

The equipment of the farm, the erection of a proper building, and the annual deficit made a debt that hampered the institution for its first fifteen years. The years 1837 and 1839 were years of financial panic. Subscriptions were not paid, patronage diminished, and debts increased. The educational spirit was not strong enough to remove these obstacles. The trustees, desiring none to be turned away, maintained a faculty of men well trained in the universities of the North, and continued to hope for better days. President Wait spent much of his time in the field endeavoring to collect funds to meet obligations. Money was borrowed from the Literary Fund of the State, but soon all these obligations became due. Finally in 1849, through the efforts of James S. Purefoy, William Crenshaw, George W. Thompson, and a few other devoted friends of the College, the incubus of an increasing debt of \$20,000 was removed. Many years were yet to follow before the income would be sufficient to meet the expenses of the institution.

BUILDINGS.

Dormitory.—The first college building was completed in 1838,—a large, plain structure, costing \$14,000. When erected it was doubtless the best school building in North

Carolina. For fifty years it was the only building and served all the purposes of the College. In its original form, the north and south wings contained each twenty-four bedrooms, the central portion contained the Chapel, the lecture rooms, and the Society Halls.

In 1900, the central part was completely remodeled and refitted. It now contains the administration offices and lecture rooms for the Schools of Latin, Greek, Political Science, Education, and the Bible.

Library Building.—In 1878, through the munificence of Col. J. M. Heck and Mr. John G. Williams, both of Raleigh, the present Library Building was erected. The center and the lower floor of one wing is used for library and reading room. The reading room was equipped through the generosity of Judge Charles M. Cooke, of Louisburg. The wings contain the Halls of the Euzelian and Philomathesian Literary Societies, and the lecture room and library of the School of Law.

Wingate Memorial Hall.—On the death of President W. M. Wingate in 1879, his friends and former pupils wished to show their appreciation of his distinguished service, and deemed a memorial building a fitting monument. This building, erected with this end in view, contains the Auditorium, Leigh Hall (small chapel), the lecture rooms of the Schools of Greek and Modern Languages, and the lecture room and laboratory of the School of Physics. The subscriptions for the erection of this building were secured by President Taylor and Rev. James S. Purefoy.

Lea Laboratory.—In 1888 the erection of a Chemical Laboratory was made possible largely through the liberality of Mr. and Mrs. Sidney S. Lea, of Caswell County. This building, one of the best of its kind in the South, contains a lecture room, private laboratory, class laboratories, and storage room.

Gymnasium.—In 1900 the need of a gymnasium was so urgent that the trustees ordered the erection of a suitable building at a cost of \$12,000. The ground floor contains bathrooms, toilets, and storage rooms; the main floor contains offices, and a room eighty by fifty feet, equipped with modern apparatus. The equipment is renewed and increased year by year.

Alumni Building.—This building, completed in 1906, is equipped for the Schools of Biology and Medicine. It is three stories in height, well-lighted and arranged for laboratories and lecture rooms. The funds for its erection were secured from the alumni of the College through the agency of Professor J. B. Carlyle.

Hospital.—This building, erected in 1906, contains two wards, an operating room, a dining room, a kitchen, seven private rooms, with verandas on two sides, above and below.

FACULTY.

The early Faculty was composed of New England men. Most of them had been graduated from Brown University while Dr. Francis Wayland was President. These men brought high ideals of scholarship and character. Others of the Faculty were graduates of Columbian College, Washington City. Even the Wake Forest Institute had a Faculty composed of graduates. Upon the resignation of President Wait, in 1845, he was succeeded by Dr. William Hooper, one of the most scholarly men in the South. Later the University of North Carolina and Wake Forest Institute contributed to the teaching force. In more recent years the Johns Hopkins University, the University of Chicago, Cornell University, the University of Virginia, and Columbia University have furnished teachers. The Faculty now consists of eighteen professors, one associate professor, five instructors, and eight assistants in the various departments.

ENDOWMENT.

For fifteen years the College had no endowment. In 1849 the first money was given for this purpose: Mr. Barclay Powers, of Warren County, gave James S. Purefoy ten dollars for endowment. In 1852 the trustees resolved to raise fifty thousand dollars. In October, 1852, W. M. Wingate, of the class of 1849, was elected agent. In two years he raised thirty-seven thousand dollars in subscriptions. By 1854 there were forty-two thousand dollars in subscriptions, with ten thousand dollars in legacies for Ministerial Education. These legacies were made by Rev. Wm. H. Merritt, of Orange County, William Warren, of Person, and John Blount of Edenton. On some of them very little was ever realized. The affairs of the College were now in a hopeful condition, but it was realized that the method of raising endowment by the sale of perpetual scholarships did not materially improve the condition of the College. In 1856 the Board of Trustees met in Raleigh with the Baptist State Convention and resolved to raise fifty thousand dollars of unencumbered endowment. A committee was appointed, consisting of James S. Purefoy, J. J. James, W. M. Wingate, and John Mitchell. The plans of the committee were adopted by the Board of Trustees, and when the Convention reassembled President Wingate introduced the following resolution: "Resolved, that we have heard with pleasure the plan proposed by the Board of Trustees of Wake Forest College to raise an unencumbered fund of fifty thousand dollars for the endowment of Wake Forest College." A feeling of deep and solemn interest and anxiety pervaded the entire body, as well as the crowd of spectators in the galleries of Commons Hall. As the last speaker closed, C. W. Skinner, a charter member of the Board of Trustees of 1833, subscribed five thousand dollars; R. Felton, five thousand; C. Wooten, C. D. Ellis, and President Wingate, a thousand dollars each. More than twenty-five thousand

dollars were subscribed in a few minutes. No more thrilling meeting was ever held in North Carolina. An old record reads: "And surely none who witnessed it can ever forget, or cease to thank God that they were permitted to witness it." Within a year John Mitchell, the general agent of the Board, was able to report that the entire amount proposed had been subscribed. In June, 1860, there had been collected and invested forty thousand and five hundred dollars. Many subscriptions had never been paid, while others were paid later in Confederate money. With the downfall of the Confederacy went a large part of the invested funds. Out of the wreck eleven thousand and seven hundred dollars were saved, largely through the financial judgment of the treasurer, James S. Purefoy. In 1875, through the work of various agents, the invested funds amounted to twenty-five thousand six hundred and thirteen dollars and fifty-nine cents. In 1876, Professor Charles E. Taylor collected in the State about \$10,000, while Mr. James S. Purefoy traveled in the North and collected \$8,949.72. By 1880 the endowment had again reached forty-six thousand dollars, as in 1861.

In November, 1882, Professor Charles E. Taylor undertook to raise the endowment to one hundred thousand dollars. Pledges were taken on the condition that they be null and void unless the entire amount was secured in cash by January 1, 1884. On the night of December 31, 1883, the Treasurer had in his hands an endowment of one hundred thousand dollars. The largest contributor to this fund was Mr. James A. Bostwick, of New York, who gave ten thousand dollars. December 31st was a notable day. All day and far into the night came letters, checks, telegrams, and subscriptions, but cash was not in hand. At 10 o'clock, Professor Taylor, W. H. Pace, W. G. Simmons, and James S. Purefoy decided that the cash condition had not been met. They thereupon pledged their own real estate by mortgage for the payment of the \$5,000 subscribed but not

yet paid in. In this way the \$100,000 was secured. In 1885 Mr. Bostwick created the Bostwick Loan Fund for indigent young men by a gift of \$12,000. In 1886, Mr. Bostwick made a gift of \$50,000. These donations were secured through Professor Taylor, who had then become President. By May, 1890, the total investments amounted to \$174,562.65. In this year it was determined to increase this fund so that the College might meet its growing needs. Mr. Bostwick generously agreed to add one-half to whatever amount, up to \$50,000, should be raised by March 1, 1891. President Taylor took the field and secured \$26,000. In this way nearly \$40,000 were added to the endowment. These funds have been carefully guarded and have increased. At the Baptist State Convention held in Greensboro, December, 1906, the movement to add \$150,000 to the endowment was formally launched, Professor J. B. Carlyle of the chair of Latin being agent. The first year completed the subscription of the whole amount and added in cash \$21,832.34 to the endowment. The total endowment of the College, April, 1910, is approximately \$340,735. The College property, exclusive of endowment, is valued at \$188,925.

ADMINISTRATION.

1834-1845.—Samuel Wait was the only Principal of the Institute and first President of the College. His administration covers the initial period from February, 1834, to June, 1845. His zeal and industry were untiring. It was necessary to whitewash slave cabins and use them for dormitories. Beneficent institutions were not yet popular in the State. A division in the denomination on these questions was about to take place. There was no trained ministry to uphold his hands. The manual labor idea was an experiment in the South, and the experiment had failed. There were no loyal alumni as yet to rally to the support of the institution. President Wait's influence was strong among the most enlightened and progressive, but these were few.

Even Baptists did not patronize the institution. The increasing debt suggested ultimate failure of the enterprise. In 1836 the enrollment reached 143, but by 1843 it had dropped to 41. In January, 1844, President Wait resigned, but his resignation was not accepted. In 1845 he resigned again, and his resignation was accepted to take effect in June, 1845. He was at once elected President of the Board of Trustees, which position he held for twenty-one years. He loved the College with a tender devotion, as is shown by his letter of resignation.

1845-1849.—President Wait's successor was Dr. William Hooper, the grandson of William Hooper, signer of the Declaration of Independence; a graduate of the University of North Carolina, and a student of theology at Princeton. In 1845 he was teaching in South Carolina. The Trustees had long been anxious to have him in the College. He had taken great interest in building up the institution, and was elected the first president of the Board of Trustees. He had also been elected Professor of Moral Philosophy in 1834, but had declined. Now when the office of the Presidency was tendered him he accepted. To this position he brought polished scholarship and fine rhetorical powers, but these were not the needs at this critical juncture. What was most needed was a financier, for financial embarrassments were crippling the institution. Dr. Hooper became despondent and resigned at the end of 1848.

1849-1853.—Dr. Hooper's successor was John B. White, Professor of Mathematics and Natural Philosophy. Professor White had been with the institution for eleven years. He had been graduated from Brown, had studied law, had taught in the schools of New England, and in 1838 came to Wake Forest. President White administered the internal affairs of the institution. The finances of the College were largely entrusted to James S. Purefoy. The debt had now become embarrassing—especially to men who, like William Crenshaw and James S. Purefoy, had assumed the responsi-

bility for its payment. It was during White's administration that relief was obtained from the debts. In 1853 President White resigned and returned to Illinois, where he took charge of an institution for girls.

1854-1879.—After the Trustees had failed to secure the services of several men elected, they chose Washington Manly Wingate president. This administration was a long one, extending to 1879, when President Wingate died. The three-fold object of this administration was the raising of endowment, the abolition of the preparatory department, and the establishment of scholarships. The war interrupted these plans. The personality of the President and his gifts as preacher and man won many active friends for the College. He was the first to bring the College home to the people and place it on their hearts. He traveled and spoke much, and at the time of his death the future was hopeful. Strong men had been brought into the Faculty, but the expansion was greater than was warranted by income. It was during this administration that Wake Forest began really to be generally felt in the life of the Baptist denomination. The spirit of the President provoked no opposition; students felt the power of his personality, and its influence extended throughout the entire denomination.

1879-1882.—Dr. Thomas H. Pritchard was President Wingate's successor. This administration was brief, ending in 1882. President Pritchard determined to increase the patronage of the institution, and this he did by speaking in nearly every county in the State. He found the enrollment 117, but he left it 169. Dr. Pritchard's short administration did much to popularize the cause of general education in North Carolina.

1884-1905.—In 1884 Charles E. Taylor, Professor of Latin, was chosen president. His work as agent for the endowment and his scholarly attainments had already been felt in the institution. His administration extended from 1884 to 1905. This has been the most notable administra-

tion in the history of the College. The work done is destined to be permanent and far-reaching. President Taylor came to Wake Forest in 1870 as an assistant in Latin and German; in 1871 he was made Professor of Latin, and in 1884 Professor of Moral Philosophy and History. He found the College with a meager endowment of \$40,000; he left it with an endowment of more than \$210,000. The strong feature of his plans for endowment was the policy to secure cash rather than notes and subscriptions. He became President of a Faculty of six professors and one tutor; in 1905 the Faculty numbered seventeen professors and six assistants. The enrollment increased from 161 to 328. The equipment, also, was greatly increased. The Lea Laboratory, the Gymnasium, and the Alumni Building were erected and the other buildings remodeled and improved. The campus was beautified, passing from an old field of gullies and pines into a park. In accepting the presidency, Dr. Taylor had declared that he "might not make Wake Forest a large institution, but he hoped to make it a good one." How well he succeeded the loyalty of alumni and friends speaks in strong terms.

In 1905 Dr. Taylor was succeeded by Dr. William Louis Poteat, whose administration is now in its fifth year.

LOCATION.

The location of the College, seventeen miles from Raleigh, in a high, gently rolling and healthful county, is most fortunate. Six passenger trains of the Seaboard Air Line stop daily at the College. There are six mails daily. The express and telegraph offices are near the College buildings. The town of Wake Forest and the surrounding neighborhood are as free from bad influences as any in the country. The proximity of the College to the capital of the State affords many of the advantages, without the moral dangers, of city life.

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Professor of Biology.

B.A., Wake Forest College, 1877; M.A., 1889; Graduate Student, University of Berlin, 1888; Graduate Student, Woods Holl Biological Laboratory, 1893; Professor of Biology, Wake Forest College, 1883; LL.D., Baylor University, 1905; LL.D., University of North Carolina, 1906; President Wake Forest College, 1905.

CHARLES E. TAYLOR, B.Lit., D.D., LL.D.,

Professor of Philosophy.

B. Lit., University of Virginia, 1870; D.D., Richmond College, 1885; LL.D., Mercer University, 1904; Professor of Latin, Wake Forest College, 1870-1883; President, *ibid.*, 1883-1903; Professor Moral Philosophy, *ibid.*, 1884.

WILLIAM B. ROYALL, M.A., D.D., LL.D.,

Professor of Greek Language and Literature.

B.A., Wake Forest College, 1861; M.A., 1866; D.D., Judson College, 1887; L.L.D.-Furman University, 1907; Assistant Professor, Wake Forest College, 1866. 1870; Professor of Greek, *ibid.*, 1870.

LUTHER R. MILLS, M.A.,

Professor Emeritus of Pure Mathematics.

M.A., Wake Forest College, 1861; Assistant Professor of Mathematics, *ibid.*, 1867 1869; Professor of Mathematics, and Bursar, *ibid.*, 1870

BENJAMIN SLEDD, M.A., Litt.D.,

Professor of English Language and Literature.

M.A., Washington and Lee University. 1886; Litt.D., *ibid.*, 1906; Graduate Student, Teutonic Languages, Johns Hopkins University, 1886-1887; Headmaster of Languages, Charlotte Hall School, Md., 1887-1888; Professor of Modern Languages, Wake Forest College, 1888-1994; Professor of English, *ibid.*, 1894.

CHARLES E. BREWER, M.A., Ph.D.,

Professor of Chemistry.

M.A., Wake Forest College, 1886; Graduate Student of Chemistry, Johns Hopkins University, 1887-1888; Ph.D., Cornell University, 1900; Professor of Chemistry, Wake Forest College, 1889.

JOHN F. LANNEAU, M.A.,

Professor of Applied Mathematics and Astronomy.

Graduate South Carolina Military Academy, 1856; M.A., Baylor University, 1869; Professor of Mathematics and Astronomy, Furman University, 1866, 1868; Professor of Mathematics, William Jewell College, 1868; Professor of Physics and Applied Mathematics, Wake Forest College, 1890; Professor of Applied Mathematics and Astronomy, *ibid.*, 1899.

JOHN B. CARLYLE, M.A.,

Professor of Latin Language and Literature.

M.A., Wake Forest College, 1887; Supt. of Public Schools, Robeson County, 1887; Assistant Professor of Latin and Greek, Wake Forest College, 1887-1890; Professor of Latin, *ibid.*, 1890.

NEEDHAM Y. GULLEY, M.A.,

Professor of Law.

M.A., Wake Forest College, 1879; Member State Legislature, 1885; Member of N. C. Code Commission, 1903-1906; Professor of Law, Wake Forest College, 1894.

J. HENDREN GORRELL, M.A., Ph.D.,

Professor of Modern Languages.

M.A., Washington and Lee University, 1890, and Assistant Professor, *ibid.*, 1890-1891; Ph.D., Johns Hopkins University, 1894; Professor Modern Languages, Wake Forest College, 1894.

WILLIS R. CULLOM, M.A., Th.D.,

Professor of the Bible.

M.A., Wake Forest College, 1892; Assistant Professor Southern Baptist Theological Seminary, 1893-1896; Th.D., *ibid.*, 1903; Professor of the Bible, Wake Forest College, 1896.

E. WALTER SIKES, M.A., Ph.D.,

Professor of Political Science.

M.A., Wake Forest College, 1891; Director of Gymnasium, 1891-1893; Ph.D., Johns Hopkins University, 1897; Professor of Political Science, Wake Forest College, 1898.

JAMES L. LAKE, M.A.,

Professor of Physics.

M.A., Richmond College, 1882; Graduate Student in Mathematics, Johns Hopkins University, 1890-1893; Professor of Natural Science, Bethel College, 1893-1896, Fellow in Physics, University of Chicago, 1896-1898; Professor of Mathematics and Physics, Ursinus College, 1898-1899; Professor of Physics, Wake Forest College, 1899.

J. HENRY HIGHSMITH, M.A.,

Professor of Education.

A.B., Trinity College, Durham, N. C., 1900; A.M., 1902; Principal Grammar School, Durham, N. C., 1901-1904; Graduate Scholar, Teachers College, Columbia University, 1904-1906; Professor of Philosophy and Bible, Baptist University for Women, Raleigh, N. C., 1906-1907; Professor of Education, Wake Forest College, 1907.

EDGAR E. STEWART, M.D.,

Professor of Anatomy and Physiology.

Student of the College of the City of New York, 1896-1900; M.D., Columbia University, 1906; Assistant Physician and Surgeon, New York House of Relief Hospital, 1907-1908; Professor of Anatomy and Physiology, Wake Forest College, 1908.

EDGAR W. TIMBERLAKE, B.A., LL.B.,

Professor of Law.

B.A., Wake forest College, 1901; Professor of English and Greek, Oak Ridge Institute, 1901-1903; LL.B., University of Virginia, 1905; Associate Professor of Law, Wake Forest College, 1906; Professor of Law, Wake Forest College, 1909;

JOHN BREWER POWERS, M.A., M.D.,

Professor of Bacteriology and Pathology.

B.A., Wake Forest College, 1901; M.A., *ibid.*, 1903; M.D., Columbia University, 1907, Practicing Physician, Wake Forest, N. C., 1907; Resident Physician, Bellevue Hospital, N. Y., 1908-1909; Professor of Bacteriology and Pathology, Wake Forest College, 1909.

J. RICHARD CROZIER,

Professor of Physical Culture.

Director of Physical Culture, Wake Forest College, 1904; Professor of Physical Culture, Wake Forest College, 1909.

GEORGE W. PASCHAL, B.A., Ph.D.,

Associate Professor of Latin and Greek.

B.A., Wake Forest College, 1892; Graduate Student University of Chicago, 1893-1896; Fellow in Greek, *ibid.*, 1899-1900; Ph.D., *ibid.*, 1900; Associate Professor of Greek and Latin, Wake Forest College, 1906.

ELLIOTT B. EARNSHAW, M.A.,

Bursar and Secretary.

B.A. Wake Forest College, 1906; M.A., *ibid.*, 1908; Instructor in Mathematics, *ibid.* 1906-1907; Bursar, *ibid.*, 1906.

ELI PURYEAR ELLINGTON, B.L.,

Librarian.

B.L., Wake Forest College, 1886; Superintendent of Public Instruction, Rockingham Co., N. C., 18—; Librarian, Wake Forest College, 1908.

JUDSON D. IVES, M.A.,

Instructor in Biology.

B.A., Wake Forest College, 1905; M.A. *ibid.*, 1906; Assistant in Biology, *ibid.*, 1904; Instructor in Biology, *ibid.*, 1906; Graduate Student, University of Chicago, 1908; Graduate Student, Marine Biological Laboratory, Woods Holl, 1909.

JOHN W. NOWELL, M.A.,

Instructor in Chemistry.

B.A., Wake Forest College, 1903; M.A., *ibid.*, 1907; Graduate Student, Johns Hopkins University, 1908-9; Instructor in Chemistry, Wake Forest College, 1909.

HUBERT A. JONES, M.A., LL.B.,

Instructor in Mathematics.

B.A., Wake Forest College, 1908; M.A., *ibid.*, 1909; LL.B., *ibid.*, 1909; Instructor in Mathematics, *ibid.*, 1908.

FLOYD T. HOLDEN,

ROBERT L. McMILLAN, B.A.,

Instructors in English.

ROGER P. McCUTCHEON,

Assistant in English Composition.

ARTHUR B. RAY,

Instructor in Latin.

WADE B. HAMPTON, B.A.,

Assistant in History.

PHILIP P. GREEN,

Laboratory Assistant in Physics.

BLAND G. MITCHELL,

Laboratory Assistant in Biology.

FRANK H. GARRIS,

WILLIAM D. RODGERS,

Laboratory Assistants in Medicine.

ARTHUR R. GALLIMORE, B.A.,

Assistant in Library.

JAMES E. KINLAW,

Assistant in Physical Culture.

Officers

WILLIAM L. POTEAT, *President*

ELLIOTT B. EARNSHAW, *Bursar and Secretary.*

GEORGE W. PASCHAL, *Curator of Library.*

REV. WALTER N. JOHNSON, *Chaplain.*

MISS MINNIE GWALTNEY, *Head Nurse of College Hospital.*

Committees

Publication—

Professors SLEDD, TIMBERLAKE, and LAKE.

Examinations—

Professors HIGHSMITH, GULLEY, and LANNEAU.

Library—

Professors PASCHAL, ROYALL, and SIKES.

Lectures—

Professors CULLOM, HIGHSMITH, and CARLYLE.

Athletics—

Professors CROZIER, BREWER, and TIMBERLAKE.

Buildings and Grounds—

Professors GORRELL, LAKE, and BREWER, and MR. W. W. HOLDING.

Executive—

Professors GULLEY, SIKES, and BREWER.

Entrance Requirements—

Professors PASCHAL, SLEDD, HIGHSMITH, and LANNEAU.

Appointments—

Professors SIKES, CARLYLE, and HIGHSMITH.

Budget—

Professors BREWER, GORRELL, and LANNEAU.

Catalogue of Students

GRADUATE.

NAME.	RESIDENCE.	SESSION.
Adams, James McKee, B.A., Greek 4, Bible 3, Astronomy, Philosophy 2.	<i>Wake,</i>	5
Bell, Charles Thomas, B.A., Law 4, 5 and 6, Law S. C., Phil. 2, Surveying, Astronomy.	<i>Carteret,</i>	5
Bennett, Fleet Pate, B.A., Law, S. C.	<i>Sampson,</i>	5
Benton, Homer Clingman, LL.B., Law S. C.	<i>Mecklenburg,</i>	5
Clark, Elliott Bynum, LL.B., Law S. C.	<i>Halifax,</i>	5
Cole, John William, B.A., Law S. C.	<i>Davidson,</i>	4
Gallimore, Arthur Raymond, B.A., Eng. 5, Surveying, Law 1, Govt., N. C. Hist., French 3.	<i>Davidson,</i>	5
Gay, Paul White, B.A.,	<i>Northampton,</i>	5
Hampton, Wade Bruce, B.A., Law 1, 2, 4, Law S. C., Eng. 6, Astro., Surveying, Phil. 2.	<i>Surry,</i>	5
McLendon, John R., Law S. C.	<i>Union,</i>	5
McMillan, Robert Leroy, B.A., German 1, French 1, Spanish 2, Surveying, Philosophy 2.	<i>Scotland,</i>	5
McNeill, W. H., B.A., Law S. C.	<i>Moore,</i>	2
Poe, Elias Dodson, B.A., Greek 3, Latin 3, Eng. 5, French 1, History 2.	<i>Wake,</i>	5
Pearson, Rufus B., B.A., Education, Latin.	<i>Rockingham,</i>	7
Pratt, Walter James, B.A., Law S. C.	<i>Union,</i>	1
Prevette, Joseph Milton, B.A., Law S. C.	<i>Wilkes,</i>	5
Squires, R. M., D.S.D., Law S. C.	<i>Wake,</i>	1
Stewart, John Raymond, B.A., Law 1, 2, 3, 4, 5, Surveying.	<i>Davie,</i>	5
Turner, James Baxter, B.A., Law S. C.	<i>Locust Grove, Ga.,</i>	5
White, Thomas Clarence, B.A., Law 2, 3, 4, 5 and 6.	<i>Alexander,</i>	4

UNDERGRADUATE.

NAME.	RESIDENCE.	SESSION.
Akiyama, Konosuke, Philosophy 1, Eng. 2, Pol. Econ. 2, Chem. 1, Biology 1, and 4.	<i>Tochigi, Japan,</i>	2
Allen, Arthur Thomas, Physics 1, Greek 1, English 2, Latin 2, Math. 2.	<i>Marlboro, S. C.,</i>	2
Allen, Charles Inslee, Anat. 1, Histology, Physiology, Pharmacology, Biol. 1, Phys. 1.	<i>Anson,</i>	3
Allen, William Cola, Philosophy 1, Chem. 2, Pol. Econ. 1, Biology 1, Astronomy.	<i>Haywood,</i>	4
Arrington, Thomas Mann, Jr., Math. 1, English 1, Chem. 1, Biology 5, Physiology.	<i>Nash,</i>	1
Ashcraft, Troy Sidney, Chemistry 1, Math. S, English S, Biology 5.	<i>Anson,</i>	1
Aydlett, Edwin Ferebee, Jr., Math. 1, English 1, Government, Latin S.	<i>Pasquotank,</i>	1
Ayers, Ira Winford, Chem. 1, English 1, Math. 1, Bible 2, Education 1.	<i>Robeson,</i>	1
Bagwell, George W., Law 1, Surveying, Government 1, French 3, English 2.	<i>Wake,</i>	2
Barnes, Joseph Elam, Math. 1, English 1, History 1, Government 1.	<i>Vance,</i>	1
Barnes, Martin Luther, German 1, Physics 1, Latin 2, History 1, Eng. 1, Education 1.	<i>Davidson,</i>	1
Battle, John Stewart, French 1, Biology 1, Government, Pol. Econ. 1, English 3.	<i>Lenoir,</i>	2
Baucom, Roy Allen, Math. S, English 1, Latin 1, History 1, N. C. History.	<i>Wake,</i>	1
Baucom, William Troy, English 1, Math. 1, Latin 1, History 1, N. C. History.	<i>Union,</i>	1
Baynes, William Thomas, Jr., Latin 1, Math. 1, History 1, English 1.	<i>Forsyth,</i>	1
Beam, Gaither McIntyre, Latin 2, Physics 1, English 2, Math. 2, Greek 1.	<i>Pittsylvania, Va.,</i>	2
Beam, Hugh Martin, Math. 2, Physics 1, Latin 2, Greek 1, English 2.	<i>Pittsylvania, Va.,</i>	2
Bell, John G., Latin 2, History 2, Government, Biology 1, Edu. 3, Astron.	<i>Carteret,</i>	3
Bennett, George David, Law 1, Law 2, Law 3, Government.	<i>Rockingham,</i>	1
Benson, Walter Cleveland, Law S. C.	<i>New Hanover,</i>	1
Benton, Randolph, Latin S, Math. 1, History 1, English 1, N. C. History.	<i>Wake,</i>	1
Bernard, Arthur Calhoun, Law 1, Law 2, Government, History 1.	<i>Wake,</i>	1
Berry, Walter Charles, Law 1, Law 2, Law 3, Government.	<i>Mitchell,</i>	1

NAME.	RESIDENCE.	SESSION.
Best, John J., Pol. Econ. 1, History 2, Sociology, French 1.	<i>Duplin,</i>	4
Betts, Carl Leon, French 2, French 3, Math. 1, Latin 2, Chemistry 1, Eng. 1.	<i>Rome, Ga.,</i>	1
Bizzell, James Eustace, Latin 1, Math. 1, Law 1, Astronomy, Chem. 2.	<i>Wayne,</i>	2
Blevins, Roby Presley, Latin 1, Chem. 1, Greek S, Math. 2, Bible 2.	<i>Wilkes,</i>	2
Bobbitt, Thomas Edwin, English 2, Math. 2, Latin 2, Physics 1, Chem. 1, Law 1.	<i>Warren,</i>	2
Boone, William Dare, German 1, Physics 1, Biology 1, English 2, Math. 2, Latin 3.	<i>Hertford,</i>	2
Braswell, James Cornelius, Jr., Biology 1.	<i>Nash,</i>	2
Brett, James Claxton, Hist. 2, Eng. 3, Pol. Econ. 1, Phys. 1, Biol. 1, Fr. 1, Math. 2.	<i>Hertford,</i>	3
Brewer, Samuel Wait, Pol. Econ. 2, N. C. History, Law 2 and 3.	<i>Wake,</i>	4
Brickhouse, Robert Eure, Philosophy 1, Pol. Econ. 2, Hist. 2, Greek 1, Edu. 4, Eng. 6.	<i>Tyrrell,</i>	5
Bridger, Charles Oscar, Chem. 1, Math. S, Eng. 1, Biology 5.	<i>Bladen,</i>	1
Bridger, Robert Lee, Jr., Anatomy, Histology, Chem. 1, English 1.	<i>Bladen,</i>	1
Bridges, Charles Bynum, Latin 2, Eng. 1, History 1, Govt., Pol. Econ. 1.	<i>Rutherford,</i>	1
Bridges, William Arthur, Eng. 1, Math. 1, Chem. 1, Latin S.	<i>Robeson,</i>	2
Bristol, William Augustus, Law S. C.	<i>Iredell.</i>	1
Brooks, Richard Fuller, Law S. C.	<i>Pender.</i>	1
Broughton, Cecil C., Law 1 and 2, History 1, English S.	<i>Wake,</i>	1
Broughton, Joseph Melville, Jr., Philosophy 1, English 5, Pol. Econ. 1, Law 2 and 3.	<i>Wake,</i>	4
Broughton, Needham Bryant, Jr., Eng. 2, Math. 2, Surv., Pol. Ec. 1, Biol. 1, Phys. 1, N. C. Hist.	<i>Wake,</i>	2
Brown, Donald Austin, Philosophy 1, Education 3, Biology 1, English 2.	<i>Kershaw, S. C.,</i>	4
Brown, George Carlie, Eng. 3, Govt., Hist. 2, Biol. 1, Phil. 1, Edu. 1, Bible 2.	<i>Madison,</i>	3
Brown, Junius Calvin, Chem. 1, Latin S., Math. 1, Eng. 1, N. C. History.	<i>Wake,</i>	1
Browning, Howard Raymond, Chem. 1, Math. S, Latin S, Eng. 1.	<i>Warren,</i>	1

NAME.	RESIDENCE.	SESSION.
Buchanan, Luther Thomas, Jr., Anat., Physiol., Physics, Physio. Chem., Math., Histol., Phil. 1.	<i>Granville,</i>	3
Buck, George Cleveland, Latin 2, German 1, Eng. 2, Physics 1, Edu. 1, Astronomy.	<i>Pitt,</i>	3
Buie, Roderick Mark, Pol. Econ. 1, Math. 1, Eng. 2, Chem. 1, Latin 1.	<i>Chatham,</i>	2
Bullard, Ezzie Thomas, Eng. 1, Latin 1, Chem. 1, Math. S.	<i>Columbus,</i>	1
Bullard, Leslie Graves, Bible 1, Eng. 2, Latin 2, Physics 1, Math. 2, Greek 1.	<i>Cumberland,</i>	2
Bunn, Arthur Alexander, Math. 1, Eng. 1, History 1, Government.	<i>Vance,</i>	1
Burnett, John Henry, Law 1, 2, 4 and 5, History 1.	<i>Pender,</i>	2
Butler, LeRoy Jefferson, Math. 1, English 1, French 3, Latin 2, Chem. 1.	<i>Sampson,</i>	1
Byrum, W. J., English 2, Government, Greek 1, Bible 2.	<i>Chowan,</i>	2
Cabaniss, Joe Turner, Pol. Econ. 1, Phys. 1, Chem. 1, Ed. 2, Eng. 2, N. C. H., Biol. 5.	<i>Cleveland,</i>	3
Campbell, Arthur Carlyle, Latin 3, Phys. 1, Biology 1, Greek 1, Math. 2, Eng. 2.	<i>Harnett,</i>	2
Campbell, Leslie Hartwell, Latin 3, Math. 2, Greek 1, Eng. 2, Physics 1, Biology 1.	<i>Harnett,</i>	2
Campbell, Oscar Pierce, Latin 1, Math. 1, Eng. 1, Chem. 1, N. C. History.	<i>Iredell,</i>	1
Carpenter, Levy Leonidas, Eng. 1, Math. 1, Chem. 1, Latin S, N. C. History.	<i>Wake,</i>	1
Carrick, Dee, Law 1, French 1, Eng. 2, Philosophy 1, Pol. Econ. 2, Phys. 1.	<i>Guilford,</i>	4
Carrick, John Lee, English 1, Greek 1, Bible 1, Physics 1, Pol. Econ. 1.	<i>Rowan,</i>	1
Carroll, John Roderick, Physics 1, Eng. 2, Biology 1, Bible 2, Greek 2.	<i>Pitt,</i>	3
Carter, Leonard J., Law 1, 2, 3 and 4.	<i>Pittsylvania, Va.,</i>	1
Castello, Cola, Eng. 2, Math. 2, Suveying, Chem. 1, Phys. 1, Edu. 1.	<i>Bertic,</i>	2
Chambers, Wilson, Biology 1, Histology, Anatomy, Chem. 2.	<i>Anson,</i>	3
Chamberlain, Jesse Mark, Chem. 1, Physics 1, German 2, Latin 2, Eng. 1, Math. 1.	<i>Wake,</i>	1
Cheek, Charles Eugene, Anat. 2, Chem. 2, Physiol., Biol. 2, Path., Pharm., Bact.	<i>Alamance,</i>	4
Cheek, John Merritt, Latin 2, Math. 2, Biology 1, Physics 1, Law 1.	<i>Durham,</i>	3

NAME.	RESIDENCE.	SESSION.
Clark, Richard Eliza, Bible 1, Bible 3, Biology 1, Astronomy, Philosophy 1.	<i>Chatham,</i>	4
Clayton, Joseph Buren, Phil. 1, Pol. Econ. 1, Edu. 2, Biol. 5, Hist. 2, Fr. 1, Govt.	<i>Transylvania,</i>	4
Cline, James Sylvester, Math. S, English S, History 1, Latin S.	<i>Cleveland,</i>	1
Coggin, N. Carlie, Latin 1, Physics 1, Math. 1, Eng. S.	<i>Stanly,</i>	1
Cohen, William Alexander, Law 1, 2, 3, 4, 5, 6, and S. C.	<i>Baltimore, Md.,</i>	1
Collins, Fred. Tillman, Law 2, 3, 5, and 6, Philosophy 1, Spanish 1, Bible 2.	<i>Robeson,</i>	5
Collins, Trela Dempsie, Bible 2, Hist. 2, Physics 1, Chem. 1, Philosophy 1, Greek 2.	<i>Randolph,</i>	4
Combs, Allie Bryan, Eng. 2, Greek 3, Latin 3, Govt., Phil. 1, Chem. 1, Biol. 1.	<i>Louisville, Ky.,</i>	2
Cone, Wallace, Anatomy 2, Chem. 2, Pathology, Pharmacology.	<i>Hampton, S. C.,</i>	2
Conrad, Henry Brown, Latin 2, Math. 2, German 1 and 2, Chem. 2, Eng. 2.	<i>Forsyth,</i>	2
Cook, William D., Histology, Chem. 3, Physics 1, Medicine 1.	<i>Lancaster, S. C.,</i>	3
Copple, James Boyd, Lat. 2, Hist. 1, Law 1, Eng. 2, Math. 2, Phys. 1, Biol. 1, 4, and 5, Edu. 1.	<i>Union,</i>	2
Coughenour, Herbert, Law 2, 3, Astronomy 1.	<i>Halifax,</i>	2
Cox, Fountain F., Chem. 2, Anatomy, Pathology, Histology.	<i>Pitt,</i>	3
Cox, Roy Theodore, Pol. Econ. 1, Eng. 2, Phys. 1, Fr. 1, Math. 2, N. C. Hist.	<i>Pitt,</i>	2
Crane, Willie Jerome, Latin 1, Math. 2, Bible 1, Chem. 1, Government.	<i>Chatham,</i>	2
Critcher, Percy Vann, Phys. 1, Phil. 1, Hist. 2, Bible 2, Eng. 5, Fr. 1, Math. 2.	<i>Martin,</i>	4
Curriu, Joseph Badgett, Chem. 1, Math. 1, Eng. 1, Latin 1.	<i>Granville,</i>	1
Daniel, Eugene Allen, Math. 1, Greek 1, Latin S, Biology 5.	<i>Halifax,</i>	1
Daniel, Thomas Mitchell, Law S. C.	<i>Mullins, S. C.</i>	"
Daniel, William Brodie, Jr., Eng. 5, History 2, Philosophy 1, Spanish 1, Law 1.	<i>Vance,</i>	4
Darden, Alwyn William, Law 1, 2, and 3, English 1, Govt.	<i>Halifax,</i>	1

NAME.	RESIDENCE.	SESSION.
Darsey, Frank, Eng. 2, Math. 2, Latin 2, French 1, Physics 1.	<i>Mecklenburg,</i>	2
Davis, Charlie Webb, Hist. 2, Govt., Latin 3, Edu. 3, Astron., Phil. 1, Biol. 1.	<i>Carteret,</i>	3
Davis, James M., Anat., Histol., Physics 1, Physiology, Math. 2, Phil. 1.	<i>Alexander,</i>	3
Davis, Grover Cleveland, Law 1, 2, and 3, Government.	<i>Haywood,</i>	1
Davis, Sheppard Alva, Latin S., History 1, Eng. 1, Govt., Law 1.	<i>Wake,</i>	1
Duffy, William Core, Ger. 1, Govt., Eng. 2, Chem. 2, Astronomy, Philosophy 1.	<i>Manning, S. C.,</i>	4
Edgerton, Sydney A., Math. 1, Latin 1, Greek 1, Biology 1, 4, and 5.	<i>Wilson,</i>	2
Edwards, Carlyle Junius, Latin S., Math. 1, English 1, Chemistry 1.	<i>Wake,</i>	1
Edwards, Franklin, Law 5, 6, and 4.	<i>Franklin, Va.,</i>	4
Edwards, Herbert Spurgeon, Pol. Econ. 1, History 2, Law 2, 3, and 5.	<i>Chatham,</i>	3
Edwards, Jess Falton, Law 1, 2, 3.	<i>Madison,</i>	1
Edwards, Ward Blowers, English 1, German 2, Chem. 1, Latin 1, Math. 1.	<i>Weld, Col.,</i>	1
Eller, J. Ben, Greek 1, Bible 2, Biology 1, English 2, Government.	<i>Buncombe,</i>	2
Ellington, Amzi Jefferson, Chem. 1, Physics 1, Latin S, Math. 1.	<i>Wake,</i>	1
Elliott, Kyle, Law 2, 3, and 4.	<i>Gadsden, Ala.,</i>	3
Ellis, John Alston, English 2, Bible 2, Math. 2, Biology 1, Greek 1.	<i>Lee,</i>	3
Ellis, William Caswell, Law 1, and 2, Government, History 1, English 1.	<i>Lee,</i>	1
Elvington, Robert Fulton, Anatomy 2, Pathology 1, Pharmacology 1, Government 1.	<i>Marion, S. C.,</i>	6
Evans, James Lewis, Pol. Econ. 1, Govt., Hist. 2, Biol. 1 and 4, Law 3 and 5, Eng. 1.	<i>Pitt,</i>	2
Faris, Price Milton, Eng. 1, Chem. 1, Math. 1, Physics 1, Latin S., Law 1.	<i>York, S. C.,</i>	1
Farnell, Leland Borden, Law.	<i>Onslow,</i>	1
Faucett, Henry Frank, Latin 1, French 2, Chem. 1, Math. 1, Eng. 1.	<i>Wake,</i>	1
Feezor, Peter Lee, English 1, History 1, Law 1, and 2.	<i>Davidson,</i>	1

NAME.	RESIDENCE.	SESSION.
Ferguson, Barbour Vaughn, Math. 2, Eng. 2, Greek 1, Physics 1, Bible 1, N. C. Hist.	<i>Rockingham,</i>	2
Forehand, Roy Elton, Law 3, 4, 5, and 6.	<i>Chowan,</i>	4
Foreman, Henry Columbus, Chem. 1, Biol. 5, Physiology, Physics 1, Eng. 1, Math. 1.	<i>Stanly,</i>	3
Frazier, Isaac Pleasants, Latin S, Eng. 1, Eng. S, Bible 2, Math. S.	<i>Randolph,</i>	1
Futrell, Lokie M., Latin 1, Math. 1, Eng. 1, Chem. 1.	<i>Northampton,</i>	1
Futrell, Walter Edwards, Latin 1, Eng. 2, Math. 2, Government, French 1, Biology 1.	<i>Northampton,</i>	3
Garrison, Sydney Clarence, Latin 2, Eng. 2, Math. 2, Hist. 1, Law 1, Edu. 1, Physics 1.	<i>Lincoln,</i>	2
Garriss, Frank Henry, Medicine 1, 9, and 11, Physics 1, Physiol., Chem.	<i>Bertie,</i>	3
Gasque, Charles Jackson, Law S. C.	<i>Alamance,</i>	
Geiger, Hardie DeWitt, History 1, Pol. Econ. 1, Government 1.	<i>Orange, Fla.,</i>	2
Gettys, Samuel Clinton, Pol. Econ. 1, Phys. 1, Chem. 1, Bible 1, Math. 2, Eng. 2, Biol. 5.	<i>Rutherford,</i>	3
Gore, Arthur Derwood, Eng. 3, Hist. 2, Govt., Latin 2, Astron., Law 6, Pol. Econ.	<i>Columbus,</i>	4
Gower, Douglas Herman, Medicine 1, Biology 1, Physiology, Histology, Chem. 1.	<i>Johnston,</i>	1
Gray, Asa Parker, Greek 1, Biology 1, Spanish 1, English 2, Bible 2.	<i>Tallahassee, Fla.,</i>	2
Green, Philip Palmer, Anatomy 1, Chem. 1, Histology, Spanish 1, Physiology.	<i>Davidson,</i>	2
Greer, John Baxter, Math. 1, Latin S, English 1, History 1, N. C. History.	<i>Wilkes,</i>	1
Griffin, Hugh Cleveland, Latin 1, Math. 1, Eng. 1, Chem. 1, Pol. Econ. 1, N. C. Hist.	<i>Northampton,</i>	2
Groves, Forest Martin, Latin 1, Math. 1, Chem. 1, Eng. 1.	<i>Gaston,</i>	1
Groves, Henry Herman, Latin 1, Math. 1, Chem. 1, Eng. 1.	<i>Gaston,</i>	1
Gulley, Donald, Law S. C.	<i>Wake,</i>	
Guy, Thomas Sloane, Eng. 1, Hist. 1, Math. 1, Latin 2, French 3.	<i>Harnett,</i>	1
Halstead, William Ira, Law S. C.	<i>Camden,</i>	
Hamrick, Otto Vetas, Phys. 1, Biol. 5, German 1, Astronomy, Phil. 1, Sociology 2.	<i>Cleveland,</i>	4

NAME.	RESIDENCE.	SESSION.
Hamrick, James Yates, Jr., Medicine 1, 2 and 6, Biology 1 and 5, Astron.	<i>Cleveland,</i>	1
Hardy, Charles Little, Surveying, Law 2, and 5, Latin 2.	<i>Tucson, Arizona,</i>	3
Harris, Andrew J., Jr., Government, Greek 1, Math. 2, Eng. 2, Latin 2.	<i>Vance,</i>	2
Harris, George Mitchell, Latin 1, Math. 1, History 1, Eng. 1, Greek S.	<i>Vance,</i>	1
Harris, Joseph P., Pol. Econ. 1, and 2, Eng. 2, Philosophy 1, Bible 2.	<i>Anson,</i>	4
Harrison, James Franklin, Latin 2, Eng. 3, Math. 2, Pol. Econ. 1, Biol. 1, Government.	<i>Guilford,</i>	2
Harward, George Narrel, Latin 1, Math. 1, Chem. 1, Eng. 1, N. C. History.	<i>Chatham,</i>	1
Haynes, Lowell Q., Eng. 2, Lat. 2, Pol. Econ. 1, Biol. 1 & 5, Phys. 1, His. 1, Bible 1.	<i>Haywood,</i>	2
Haywood, Thomas Ashby, German 1, Govt. 1, Chem. 1, Biol. 1 and 5, Edu. 1, Eng. 2.	<i>Montgomery,</i>	2
Henry, Tidal Boyce, Jr., Math. 1, Chem. 2, Physiology, Chem., Physics 1, German 1.	<i>Anson,</i>	2
Herring, George Nutt, Latin 1, Greek S, Math. 1.	<i>Pender,</i>	2
Herring, Owen Fennell, Chem. 1, Math. 1, Eng. 1, French 2, Latin 1.	<i>Sampson,</i>	1
Highsmith, James Da Costa, Latin 1, Math. 1, German 1, Chem. 1, Government.	<i>Cumberland,</i>	2
Highsmith, Lewis Langston, Anat. 2, Chem. 2, Phar., Path., Physiology.	<i>Durham,</i>	3
Hill, William Ross, Math. 2, Eng. 2 and 5, Biology 1, Physics 1, Philosophy 1.	<i>Rutherford,</i>	4
Hilliard, Sidney Cecil, Latin 1, Math. 1, Pol. Econ. 1, Biology 1 and 5.	<i>Wake,</i>	3
Hinson, Jake G., Law 1, 2, and 3, Government.	<i>Richmond,</i>	2
Hobbs, Mills H., History 1, Physics 1, Eng. 1, Law 1.	<i>Gates,</i>	1
Holden, Floyd T., Education 2, Latin 2, Math. 2, Philosophy 1, Eng. 4 and 6.	<i>Barbour, W. Va.,</i>	2
Holding, Bruce Fowler, Math. 1, Eng. 1, Chem. 1, Latin S, Biology 5.	<i>Wake,</i>	1
Holding, William Royall, Math. 2, Latin 2, Greek 2, Eng. 2, Physics 1, Law 1.	<i>Wake,</i>	3
Holliday, Walter D., Astronomy.	<i>Wake,</i>	2
Horton, Howard Maleus, Medicine 2 and 6, Law 1, Government, History 1.	<i>Wake,</i>	2

NAME.	RESIDENCE.	SESSION.
Hoyle, James Edwin, Bible 2 and 3, Education 1, Philosophy 1, Chem. 1.	Wake,	4
Huggins, Maloy Alton, Pol. Econ. 1, Greek 1, Latin 2, Eng. 2, Math. 1.	Marion, S. C.,	2
Huggins, Francis Marion, Physics 1, Biol. 1, Greek 1, Math. 2, Edu. 3, Eng. 2, Edu. 1.	Henderson,	3
Huntley, Howard White, German 1, Physics 1, Latin 3, Eng. 2, Math. 2, Astron., Biol. 1.	Mecklenburg,	3
Hutchins, Andrew John Manning, Latin 1, Math. 1, Eng. 1, History 1, Education 4.	Yancey,	1
Hutchins, Charles, Law 1, 2, and 3.	Yancey,	1
Ivie, George Gilbert, Eng. 2, Chem. 2, Physics 1, Biology 1, Law 1.	Rockingham,	2
Jenkins, Edward B., Math. 2, Phys. 1, Ed. 1, 4, Pol. Econ. 2, Eng. 2, Biol. 5. N. C. H.	Buncombe,	3
Jenkins, James Lineberry, Biol. 1, Bible 1, Philosophy 1, Spanish 1, Astronomy.	Stanly,	5
Johnson, Elbert Neil, Law 1, Philosophy 1, Greek 2, Chem. 1, Pol. Econ. 2.	Sampson,	4
Johnson, Elias Dodson, Latin 1, Physics 1, Eng. 1, Math. 1.	Robeson,	1
Johnson, George Henry, Phys. 1, Chem. 1, Ed. 2, Hist. 2, Phil. 1, Bible 3.	Robeson.	4
Johnson, Gerald White, Math. 2, French 1 and 2, Pol. Econ. 1, Physics 1, Eng. 3.	Davidson,	2
Johnson, Harry Pope, Eng. 1, Physics 1, Latin 1, Math. 1.	Robeson,	1
Johnson, Murdock McNeil, Law 1, 2, 3 and 4, Pol. Econ.	Kershaw, S. C.,	1
Jones, Bruce Lee, Anat., Histol., Chem. 2, Biology 1, Physiology.	Wake,	2
Jones, Henry Broadus, Philosophy 1, Eng. 3, 5 and 6, Physics 1.	Union,	3
Jones, John Clyde, Latin 2, Math. 2, German 1, Biology 1, Eng. 1, Government.	Union,	1
Jones, C. W., Math. 1, Law 1, Bible 1, Latin 1, N. C. History.	Northampton,	2
Josey, Charles C., Chem. 1, Govt., Math. S, Eng. 1, N. C. History.	Halifax,	1
Josey, Danford Edmundson, Latin 1, Math. S, Eng. 1, N. C. History.	Halifax,	1
Josey, Richard Brewer, Eng. 2, Physics 1, Pol. Econ. 1, Law 2 and 3.	Halifax,	2
Josey, Robert Carey, Jr., Law S. C.	Halifax,	4

NAME.	RESIDENCE.	SESSION.
Kallam, Thomas Winstead, Law S. C.	<i>Surry,</i>	2
Kendrick, John Fox, German 1 and 2, Physics 1, Chem. 2, Biology 1, Eng. 2.	<i>York, S. C.,</i>	2
Kennedy, David Shelton, Latin 2, Eng. 1, French 2, Math. 1, Bible 2, Chem. 1.	<i>Duplin,</i>	1
King, D. Frank, Eng. 1, Law 1, Chem. 1, Math. 1.	<i>Rockingham,</i>	1
Kinlaw, James Elmer, Government 1, Pol. Econ. 1, Law 3, 5, and S. C.	<i>Robeson,</i>	3
Kirkman, Wallace Joyce, Latin 1, Eng. 1, Math. 1, History 1.	<i>Guilford,</i>	1
Kirksey, Grover Cleveland, Eng. 1, German 2, Math. 1, Greek S, Latin 1, Bible 1.	<i>Burke,</i>	1
Kirven, Joshua Pollard, Jr., Law 3, 4 and 5, Pol. Econ.	<i>Darlington, S. C.,</i>	2
Kitchin, Luther Mills, Latin 1, Eng. 1, German 1, Pol. Econ. 1.	<i>Halifax,</i>	2
Kitchin, Teddie A., Latin 1, Math. S, Eng. 1, Law 1.	<i>Halifax,</i>	1
Knowles, Oliver Henry, Math. S, Chem. 1, Hist. 2, N. C. History.	<i>Wayne,</i>	2
Kornegay, Paul Holliday, Math. 1, Latin 1, Eng. 1, History 1.	<i>Duplin,</i>	1
Langston, Henry J., Eng. 1, History 1, Math. 1, Greek S.	<i>Pitt,</i>	1
Lanier, Raymond Ray, Math. 1, Chem. 1, Eng. 1, Bible 2.	<i>Harnett,</i>	1
Lanier, Thomas Theron, Math. 1, Eng. 1, Chem. 1, N. C. History, Latin S.	<i>Harnett,</i>	1
Lee, Robert Eldridge, Latin 1, Math. S, History 1, Eng. 1, Government.	<i>Harnett,</i>	1
Leggett, Jerome K., Eng. 1, Lat. 1, Math. 1,	<i>Halifax,</i>	1
Leggett, Lovira, Law S. C., Pol. Econ. 1, Astronomy.	<i>Halifax,</i>	5
Leggett, Virgil W., Anat. 1, Physiol., Histol., Pharm., Biol. 4, Phil. 1.	<i>Halifax,</i>	3
Lennon, Luther Stancil, Eng. 2, Biology 1, Physics 1, Greek 1, N. C. History.	<i>Columbus,</i>	4
Lewis, Richard Henry, Jr., Government 1, Law 3 and 5.	<i>Lenoir,</i>	2
Liles, Frontiss Alexander, Law 1, History 1, Bible 3, Biology 1, N. C. History.	<i>Anson,</i>	3
Lineberry, W. T., Latin 1, English 1, Math. 1, Chem. 1.	<i>Chatham,</i>	1

NAME.	RESIDENCE.	SESSION.
Long, Sam, History 1, Biology 1, English 1, Bible 2, N. C. History.	<i>Union,</i>	1
McBane, Thomas Womack, Math. S., English 1, Law 2 and 3.	<i>Alamance,</i>	1
McBee, John C., Law 1, 2, 3 and 5.	<i>Wake,</i>	1
McBrayer, Reuben Adolphus, German 1, Eng. 2, Physics 1, Chem. 2, Math. 1, Latin 2.	<i>Buncombe,</i>	2
McCutcheon, Roger Philip, Latin 2, Philosophy 1, English 3, English 5, English 6.	<i>Southampton, Va.,</i>	2
McCutcheon, Royal Howard, Ger. 2, Latin 2, Math. 1, Pol. Econ. 1, Phys. 1, Eng. 2, Edu. 1.	<i>Southampton, Va.,</i>	2
McGlohon, William A., Law 2, 3 and 4.	<i>Hertford,</i>	2
McGuire, Victor Abram, Greek S., Latin S., Eng. 1, Bible 1, N. C. History.	<i>Cherokee,</i>	1
McLamb, Minson, Bible 2, Math. 1, Chem. 1, Eng. 1.	<i>Sampson,</i>	1
McLendon, Preston Alexandria, German 1, Math. 1, English 1, Physics 1, Chem. 1.	<i>Anson,</i>	1
McLeod, John Allen, Pol. Econ. 1, Math. 1, French 3, Latin 2, Eng. 1, N. C. Hist.	<i>Harnett,</i>	1
McMannus, Matthew Tyson Yates, Eng. 1, Chem. 2, German 1.	<i>Chatham,</i>	1
McMillan, Edward Tate, Eng. 1, Math. S., Latin S., Greek S., Bible 2.	<i>Marion, S. C.,</i>	1
McMillan, George Reeves, Math. S., Eng. S., Latin S., Government 1.	<i>Marion, S. C.,</i>	1
McMillan, Lonnie Malcolm, Law 1, Eng. 1, Government, History 2, Education 2.	<i>Marion, S. C.,</i>	3
McMillan, Oliver Hoyt, Law S. C.	<i>Sumter, S. C.,</i>	1
McNeely, Clemont David, Law S. C.	<i>Union,</i>	
Marley, Walter E., Chem. 1, Latin S., English 1, Math. S.	<i>Robeson,</i>	1
Marshall, William Edgar, French 2 and 3, Spanish 2, Philosophy 1, Chem. 1, Eng. 5.	<i>Wake,</i>	4
Martin, Alvah H., Latin 1, English 1, Math. 1, Bible 1.	<i>Northampton,</i>	1
Martin, Chesley Marion, English 1, Math. 1, Chem. 1, Bible 2, Geology 5.	<i>Anderson, S. C.,</i>	1
Martin, Richard T., Law S. C.	<i>Martin,</i>	1
Martin, Wheeler, Jr., Law 1, 3, 4 and 5.	<i>Martin,</i>	2

NAME.	RESIDENCE.	SESSION.
Massey, Leroy L., Pol. Econ. 2, Ger. 1, Phil. 1, Ed. 4, Biol. 4 and 5, Lat. 2, Eng. 2.	Wake,	4
Mercer, Charles Herndon, German 1 and 2, Eng. 2, Greek 1, Latin 2, Biology 1.	Nash,	2
Mitchell, Blandus Grady, Latin 3, Surveying, Spanish 2, French 1, Biol. 2, Philosophy 1.	Franklin,	4
Mitchell, Foster McDonald, Latin 1, Math. 1, Eng. 1, French 1, N. C. History, Physics 1.	Franklin,	2
Moore, W. G., Math. 2, Physics 1, Eng. 2, Biol. 1, Edu. 1, Bible, 2, French 1.	Caldwell.	
Moss, Joseph Mack, Law 3 and 4, Pol. Econ. 1, English 1.	Nash,	2
Morgan, Edgar Horace, Law 1, History 1, Government, Law 5.	Rutherford,	1
Murchison, Claudius Temple. Law 1, Government, Biol. 1, Astronomy, Eng. 3, Sociology.	Blakely, Ga.,	3
Nanney, Harvey A., Math. 1, Physics 1, Latin 2, Edu. 1, Eng. 1, N. C. History.	Rutherford,	1
Newby, Miles Lory, Math. 1, Bible 2, Greek S., Chem. 1.	Norfolk, Va.,	1
Noell, Robert Holmon, Latin 1, Math. 1, French 2, Chem. 1, Law 1.	Davidson,	2
Norris, Calvin Hugh, Eng. 2, Sociology, Biology 5, Law 1.	Wake,	2
Norwood, Thomas H., Math. 1, Eng. 1, Latin 2, Chem. 1, German 1.	Wayne,	2
O'Brian, Leland Ray, Latin 1, Biology 1, Eng. 2, Government 1, Education 3.	Granville,	3
Odom, Owen, Math. 1, Physics 1, Chem. 1, Pol. Econ. 1, Eng. 2, Education 2.	Wake,	2
Olive, Eugene Irving, Phil. 1, Greek 2, Chem. 1, Bible 2, Eng. 3 and 6.	Cumberland,	4
Olive, James Leon, Law 1, Math. 2, Biology 1, Government 1, History 2.	Wake,	3
Olive, Robert Milton, Chem. 1, Biology 1, Latin S., Eng. 1, Pol. Econ. 1.	Cumberland,	1
Olive, Lucius Bunyan, Law 1, Eng. 2, Math. 2, Latin 1, Physics 1.	Wake,	2
Oliver, Samuel Theodore, Math. 1, Chem. 1, Edu. 1, N. C. Hist., Law 1, Biol. 5, Latin 1.	Stokes,	2
Osborne, Thomas J., Latin 2, Hist. 1, Eng. 2, Edu. 1, Physics 1, Biol. 1 and 5.	Haywood,	2
Overby, Daniel Webster, Greek 1 and 3.	Rockingham,	3
Pass, Willie Younger, Latin 1, Eng. 2, French 1, Math. 2, Pol. Econ. 2, N. C. Hist.	Person,	3

NAME.	RESIDENCE.	SESSION.
Peterson, William Canova, Jr., Biology 1, 5 and 2, Eng. 2, Chem. 2, Astronomy.	<i>New Hanover,</i>	2
Phillips, Albert Rufus, Math. 1, Eng. 1, Latin 1, Greek S.	<i>Stokes,</i>	1
Picot, Carlton Scarboro, Math. 1, Biology 1 and 5, French 1, Education 1, Law 1.	<i>Hertford,</i>	2
Pool, Frank Kenneth, Latin 1, Eng. 1, Math. 1, History 1, N. C. History.	<i>Wake,</i>	1
Pope, A. F., Law 1, 2, and 3.	<i>Harnett,</i>	2
Powell, Paul Edwards, Law 4 and 5, Law S. C., Government, History 1.	<i>Volusia, Fla.,</i>	2
Powell, Rufus Edwin, Jr., Latin 1, Greek 1, Physics 1, Math. 2.	<i>Caswell,</i>	2
Prevette, John Green, Philosophy 1, Biology 2, Physics 1, Law 2, French 1, Edu. 1.	<i>Wilkes,</i>	4
Privett, William Garland, Latin 2, French 1, Math. 1, Education 2, Law 1.	<i>Iredell,</i>	2
Pruett, Rowland Shaw, Latin 2, Eng. 2, Math. 1, Chem. 1, Pol. Econ. 1.	<i>Mecklenburg,</i>	1
Ragland, Carl, Philosophy 1, French 1, Physics 1.	<i>Granville,</i>	4
Ray, Arthur B., Philosophy 1, Biology 1, History 1, Eng. 5.	<i>Rockingham,</i>	4
Ray, Clarence D., Medicine 2 and 1, Chem., Physics 1, French 1.	<i>Haywood,</i>	2
Ray, Edward Zehaniah, Law S. C.	<i>Madison,</i>	1
Redding, Charles Harrison, Law 1 and 2, History 1.	<i>Randolph,</i>	1
Riddick, John C., Pol. Econ. 1, Govt. 1, History 1, Eng. 1, N. C. History.	<i>Halifax,</i>	1
Roberson, Mike, Anatomy 1, Pharmacology 1, Pathology, Histology.	<i>Durham,</i>	4
Robertson, Clarence Homer, Math. 1, Latin 1, Greek 1.	<i>Rockingham,</i>	2
Rodgers, William Daniel, Jr., Phil. 1, Bact., Anat. 1, Path. 1, Physiol. 1, Govt. 1, Math. 2, Biol. 4.	<i>Warren,</i>	3
Rodwell, Graham Myrick, Eng. 2, Lat. 3, Ger. 1, Phys. 1, Chem. 1, Biol. 4, 5, Ed. 1, N.C.H.	<i>Warren,</i>	2
Rodwell, Roy Oscar, Physics 1, French 2 and 1, Hist. 2, Pol. Econ. 2, Eng. 3, Phil. 1.	<i>Warren,</i>	3
Rogers, Exum Jeter, Bible 2, Eng. 2, Physics 1, Greek 1, Math. 2.	<i>Wake,</i>	3
Rogers, Leonard O., Pol. Econ. 1, Math. 1, Eng. 2, Education 2, Latin S.	<i>Marion, S. C.,</i>	2

NAME.	RESIDENCE.	SESSION.
Saintsing, George W., Law S. C.	Wake,	2
Saintsing, John Benjamin, Law S. C.	Wake,	1
Savage, Robert R., Physics 1, Math. 2, German 1 and 2, Latin 1, Eng. 1.	Norfolk, Va.,	1
Sawyer, Oscar Whaley, Math. 1, Chem. 1, Eng. 1, Latin S.	Camden,	2
Sawyer, Philip Grady, Biology 1 and 5, French 1.	Pasquotank,	5
Sawyer, Rowland M., Pol. Econ. 1, Chem. 1, Latin 1, Math. 1.	Pasquotank,	2
Sawyer, Thomas C., Math. 1, Pol. Econ. 1.	Camden,	2
Scruggs, William Marvin, Eng. 2, Chem. 1, Math. 2, Biology 1, German 1.	Rutherford,	1
Settle, Edgar Ring, Latin 2, Phil. 1, Biology 1, German 1, Govt., History 2.	Wilkes,	4
Shanks, Robert Herbert, Edu. 1, Eng. 2, Biology 2, Surveying, Astronomy, Philosophy.	Vance,	4
Sharpe, Charles Ray, German 1, Physics 1, Astronomy, Biology 5, Medicine 6.	Davidson,	2
Sherrill, Coite L., Math. 1, Chem. 2, German 1, Physics 1, Histol., Physiology.	Iredell,	2
Sherrill, Wade H., Chem. 1, Physics 1, Math. 1, German 1, Latin S.	Catawba,	1
Sherrill, William Robert, Law S. C.	Jackson,	1
Singleary, Claude R., Bible 1, Eng. 6, Hist. 2, Phil. 1, Greek 2, Chem. 1, Phys. 1.	Robeson,	4
Singleton, Samuel Robinson, Law 1, History 2, N. C. History, Biology 1, Government.	Augusta, Ga.,	2
Skaggs, Romulus, Math. 1, History 1, Eng. 1, Bible 1, Latin S.	Pennington Gap, Va.,	1
Smethurst, Frank Austin, Eng. 1, French 2 and 3, Latin 2, Chem. 1, Law 1.	Wake,	1
Smith, Charles George, Math. S., Greek S., Eng. 1, Latin 1.	Chatham,	1
Smith, Dillon Farris, German 1, Govt. 1, Biol. 1, Astronomy, Chem. 2, Eng. 3.	Mecklenburg,	3
Smith, Joseph, Physics 1, Math. 2, Eng. 2, Chem. 2, Biology 1.	Pitt,	2
Smith, Julius Clarence, Law 1, Physics 1, Biology 1, Eng. 3, Spanish 2.	Guilford,	3
Smith, Junius Everett, Bible 2, Greek S., Eng. 1, History 1, Latin S.	Chatham,	1

NAME.	RESIDENCE.	SESSION.
Smith, Lellon Wray, Latin 1, Math. 1, English 1, Biology 4, Chem. 1.	<i>Harnett,</i>	1
Smith, Roy Stuart, Physics 1, Latin 1, Eng. 2, Math. 2, Surveying, French 1.	<i>Mecklenburg,</i>	2
Sorrell, Commodore Russell, Math. 1, Latin 1, Greek S., N. C. History.	<i>Wake,</i>	2
Stanley, John G., Latin 1, Eng. 1, Chem. 1, Math. S., Pol. Econ. 1.	<i>Horry, S. C.,</i>	1
Stanton, Thomas M., Latin 1, Biology 1 and 5, Chem. 1.	<i>Guilford,</i>	2
Stapleton, Lacky James, Eng. 1, Latin S., Math. 1, Chem. 1.	<i>Perry, Miss.,</i>	1
Staton, Charles Linwood, Law S. C.	<i>Halifax,</i>	2
Stillwell, Ephraim Pasey, Math. 1, Latin S., Eng. 1, History 1.	<i>Jackson,</i>	1
Stringfield, Joseph H., Government, Pol. Econ. 1, Law 2, 4 and 5.	<i>Pender,</i>	2
Sullivan, Eddie Flavel, Eng. 2, Latin 1, Bible 1, Chem. 1, Pol. Econ. 1.	<i>Wake,</i>	3
Sullivan, Ralph Alexander, Law 1, Government, Greek 2, Chem. 1, Math. 2, Eng. 2.	<i>Stokes,</i>	3
Sumrell, Guy Harold, German 1, Biology 1, Chem. 1, Math. 1, Eng. 1.	<i>Pitt,</i>	1
Suskin, Abraham L., Law S. C.	<i>Sumter, S. C.,</i>	2
Sutton, George Washington, Law S. C.	<i>Jackson,</i>	1
Tanner, Matt Thias, Chem. 1, Math. 2, Greek S., Bible 2, Edu. 1, Latin 1.	<i>Northampton,</i>	2
Taylor, Herbert Brown, Math. 1, History 2, Pol. Econ. 1, Government, Education 1.	<i>Harnett,</i>	2
Taylor, Thomas Franklin, Phil. 1, Bible 2, Hist. 2, Sociology, Biology 2 and 4.	<i>Pitt,</i>	4
Teague, J. U., Eng. 1, Bible 1, Math. S., Latin S., N. C. Hist., Edu. Special.	<i>Alexander,</i>	1
Teague, Talmage Spurgeon, Math. 2, Lat. 3, Hist. 2, Fr. 1, Edu. 3, N. C. Hist. 1, Phys. 1.	<i>Chatham,</i>	3
Terrell, Winder Solomon, Latin 1, Math. 1, Chem. 1, Eng. 1.	<i>Warren,</i>	1
Thaxton, Bennie Adams, Latin 1, Math. 1, Pol. Ec. 1, Phys. 1, Fr. 1, Chem. 2, Hist. 2, Phys., Chem.	<i>Person,</i>	2
Thomas, John Spurgeon, Bible 2, Eng. 2, Biology 1, Polit. Econ. 2, Hist. 1, Law 6.	<i>Alamance,</i>	2

NAME.	RESIDENCE.	SESSION.
Thompson, James Robert, Latin 1, Eng. 1, Math. 1, Chem. 1.	<i>Anderson, S. C.,</i>	1
Tillett, Durand Howard, Law S. C.	<i>Camden,</i>	2
Tilson, Ralph Roy, Math. 1, Latin 1, Chem. 1, Eng. 1, Biology 5.	<i>Madison,</i>	1
Timberlake, C. V., Eng. 1, Math. S., Latin S., Chem. 1, N. C. Hist., Biol. 5.	<i>Franklin,</i>	1
Trueblood, Charles Herman, Math. 1, Latin 1, History 2, Chem. 1.	<i>Pasquotank,</i>	3
Tucker, John Powell, Law 1, Phys. 1, Chem. 1, Bible 1, Greek 2, Math. 2.	<i>Buncombe,</i>	2
Underwood, Perdie Anderson, Bible 2, Eng. 2, Greek 1, Math. 2, Biology 1.	<i>Sampson,</i>	3
Utley, Phil M., Law 1, Government, Eng. S, History 1.	<i>Wake,</i>	1
Van Hoy, John Webster, Law S. C.	<i>Iredell,</i>	1
Vernon, Charles Taylor, Medicine 1, 9 and 11, Math. 1, Biology 2.	<i>Person,</i>	4
Vernon, Joseph Boyce, History 2, Law 1, Math. 2, French 1, Physics 1, Biology 1.	<i>Person,</i>	3
Vinson, Hugh Pete, Law 1, 2, 3, 4.	<i>Hertford,</i>	3
Waff, Jos. Judson, Pol. Econ. 1, Phys. 1, Biol. 1 and 5, Latin 2, Math. 2, Hist. 2.	<i>Holland, Va.,</i>	1
Wall, George Griffin, Pol. Econ. 1, Phys. 1, Biol. 1 and 5, Lat. 2, Math. 2, Hist. 2.	<i>Davidson,</i>	2
Wall, Roscoe Legrand, Fr. 2, Pol. Ec. 1, Anat., Histol., Pharm., Pathol., Bact., Physiol. Phys. Chem.	<i>Davidson,</i>	3
Wallin, Henry Abram, Eng. 2, French 1 and 2, Pol. Econ. 2, Law 1, Physics 1, Biol. 1.	<i>Madison,</i>	2
Wallin, Jeter Newman, Pol. Econ. 1, Math. 2, Greek S., Hist. N. C., Eng. 1.	<i>Madison,</i>	1
Ward, Hugh David, German 1, Physics 1, Biology 1, Chem. 1, Eng. 1, Biology 5.	<i>Brunswick,</i>	1
Watkins, George Thomas, Jr., Math. 1, Latin 2, Eng. 2, Physics 1, Chem. 1, German 1.	<i>Wayne,</i>	2
Watson, John Franklin, Math. 1, Eng. 1, History 1, Latin S., Biol. 5, Math. S.	<i>Alexandria, Va.,</i>	1
West, William Edgar, Math. 2, Eng. 2, Biol. 1, Phil. 1, Edu. 3, Bible 1, Eng. 6.	<i>Norfolk, Va.,</i>	5
Wheeler, Creasy Clement, Biology 1, Latin 1, Govt. 1, Pol. Econ. 1, Bible 2.	<i>Wake,</i>	3

NAME.	RESIDENCE.	SESSION.
Whitaker, Henry Green, Law S. C.	<i>Surry,</i>	2
Whitaker, Henry Wilson, Latin 1, Math. 1, Law 3, Biology 5.	<i>Nash,</i>	1
Whitaker, Luther Lane, Law 1, Government, Math. 1, Chem. 1.	<i>Warren,</i>	2
White, Hubert Taylor, French 1, Math. 1, Latin 2, Pol. Econ. 1, Eng. 3.	<i>Guilford,</i>	3
White, William Royall, Law 1, 2, 3, 4.	<i>Guilford,</i>	3
Wilkins, Harry Read, Math. 1, Eng. 2, Biology 1, History 1, Pol. Econ. 1.	<i>Norfolk, Va.,</i>	1
Williams, Arthur Robinson, German 1, Govt., Biology, Astronomy, Math. 2, Pol. Econ. 2.	<i>Davidson,</i>	3
Williams, Luther Carter, Eng. 1, Math. 1, Latin 1, Chem. 1, N. C. History.	<i>Alamance,</i>	1
Willis, Cecil Raymond, Latin S., Math. 1, Eng. 1, Chem. 1, Physics 1.	<i>Carteret,</i>	1
Willis, William Moore, Anat. 2, Chem. 2, Biology 1, German 1, Astronomy.	<i>Carteret,</i>	3
Wilson, Robert Wilfong, Law S. C.	<i>Buncombe,</i>	3
Winston, Marcellus Eaton, Latin 1, Eng. 2, Astronomy, Physics 1, Biology 5.	<i>Franklin,</i>	3
Woodall, Emery Johnson, Phil. 1, Chem. 1, Biol. 1, Ger. 1 & 2, Eng. 3, 5, Govt., Hist. 2.	<i>Haywood,</i>	2
Woodward, Isidore C., Bible 2 and 3, Greek 2, Eng. 2, Math. 2, History 1, Physics 1.	<i>Iredell,</i>	3
Wright, Edward Nelson, Eng. 2, Latin 2, Physics 1, History 1, Math. 2, Law 1.	<i>Buncombe,</i>	2
Wright, N. E., Pol. Econ. 1, Bible 1, Chem. 1, Eng. 1, N. C. History.	<i>Montgomery,</i>	1
Wyatt, Huber Lee, Math. 1, Eng. 1, Latin S., Chem. 1.	<i>Wake,</i>	1

RECAPITULATION BY SCHOOLS.*

Latin	170
Greek	58
English	252
Modern Languages	116
Mathematics	182
Applied Mathematics and Astronomy	42
Chemistry	129
Physics	92
Biology	140
Philosophy	46
Political Science	386
Bible	52
Education	64
Law	131
Medicine	55

RECAPITULATION BY STATES.

North Carolina	331
South Carolina	22
Virginia	11
Florida	3
Georgia	4
Alabama	1
Arizona	1
Colorado	1
Maryland	1
Mississippi	1
Kentucky	1
West Virginia	1
Japan	1

Total 379

* Aggregate of classes in the schools.

Commencement, 1909

Wednesday Evening, May 19

THE BACCALAUREATE SERMON.

Rev. James W. Lynch, D.D., Durham, N. C.

Thursday Morning, May 20

THE LITERARY ADDRESS.

President John C. Kilgo, D.D., of Trinity College.

PRESENTATION OF MEDALS.

Philomathesian, by President F. P. Hobgood, of Oxford:—

Senior Orator's Medal, to O. W. Henderson.

Junior Orator's Medal, to J. L. Jenkins.

Sophomore Orator's Medal, to H. P. Whitehurst.

Freshman Improvement Medal, to C. R. Sharpe.

Euzelian, by Mr. J. W. Bailey, of Raleigh:—

Thomas Dixon Senior Orator's Medal, to W. H. Hipps.

Junior Orator's Medal, to A. R. Williams.

Sophomore Orator's Medal, to J. C. Smith.

Freshman Improvement Medal, to L. Haynes.

Open to All Students, by President W. L. Poteat:—

Thomas Dixon Essay Medal, to R. L. McMillan.

"Wake Forest Student" Essay Medal, to C. A. Murchison.

"Wake Forest Student" Fiction Medal, to G. W. Johnson.

Thursday Afternoon, May 20

CLASS DAY EXERCISES.

President, J. M. Adams.

Poet, R. E. Walker.

Orator, J. E. Lanier.

Historian, A. D. Morgan.

Prophet, E. E. White.

Executor, J. H. Beach.

Thursday Evening, May 20

ALUMNI ADDRESS.

Rev. Oscar Haywood, D.D., New York City.

ANNUAL MEETING OF THE ALUMNI.

Refreshments served.

Friday Morning, May 21

ADDRESSES BY REPRESENTATIVES OF THE GRADUATING CLASS.

W. B. Hampton, of Surry County, N. C.

J. J. Hayes, of Wilkes County, N. C.

O. W. Henderson, of Baltimore, Md.

W. H. Hipps, of Madison County, N. C.
 E. E. White, of Cherokee County, N. C.
 J. S. Martin, of Yadkin County, N. C.

A. D. WARD MEDAL PRESENTED
 to J. S. Martin.

Degrees

MASTER OF ARTS.

Anders, R. G.	Howard, A. T.	Phifer, C. M.
Brown, F. F.	Jones, H. A.	Tyler, W. H.
Ferrell, R. H.	Marshbanks, B. P.	

BACHELOR OF ARTS.

Adams, J. M.	Gardner, L.	Melton, N. A.
Allen, A. J.	Gay, P. W.	Murchison, C. A.
Baldwin, H. W., Jr.	Hampton, W. B.	Olive, T. H.
Baucom, H. W.	Henderson, O. W.	Poe, E. D.
Beach, J. H.	Hendren, E. S.	Pope, R. H.
Bell, C. T.	Hines, H. B.	Prevette, J. M.
Bennett, F. T.	Hipps, W. H.	Saunders, Walter.
Bynum, A. M.	Hurst, W. T.	Seymour, T. Y.
Cable, N. T.	Jackson, C. J.	Singleton, T. C.
Carroll, J. D.	Joyner, G. H.	Tilley, L. L.
Coggin, P. B.	Knott, J. E.	Walker, R. E.
Dailey, L. E.	Koontz, H. L.	Webb, N. R.
Dockery, H. C., Jr.	Lanier, J. E.	White, E. E.
Flowers, A. H.	McManus, O. W.	White, T. C.
Funderburk, Ray.	McMillan, R. L.	Williamson, G. L.
Gallimore, A. R.	Martin, Santford.	Willis, J. B.

BACHELOR OF SCIENCE.

Bazemore, B. S.	Kurfees, F. W.	Phifer, C. M.
Ivey, H. B.	Morgan, A. D.	

BACHELOR OF LAWS.

Benton, H. C.	Hayes, J. J.	Marshbanks, B. P.
Clark, E. B.	Hendrix, T.	Williams, B. F.
Daniel, T. M.	Jones, H. A.	Wood, T. G.
Hardy, L. C.	Jones, J. R.	Wrenn, Ed.

THE BACCALAUREATE ADDRESS.

President W. L. Poteat.

Anniversary of the Literary Societies, 1910

On February 11th the Literary Societies held their Annual Celebration with the following program:

DEBATE—2 P. M.

Geo. H. Johnson, Phi., President. Dee Carrick, Eu., Secretary.

QUERY:

Resolved, That Congress should enact an income tax law.

Affirmative—Elbert N. Johnson, Phi., Sampson County; Julius C. Smith, Eu., Guilford County.

Negative—Henry B. Jones, Eu., Union County; Sidney C. Hilliard, Phi., Wake County.

ORATIONS—7:30 P. M.

William R. Hill, Eu., Rutherford County—"The Heritage of Honor."

John J. Best, Phi., Duplin County—"Agriculture, The New Birth."

MARSHALS.

Paul E. Powell, Chief, Eu.

Isidore C. Woodward.

Foster M. Mitchell.

J. Boyce Vernon, Chief, Phi.

Geo. C. Buck.

William C. Ellis.

Matriculation

Candidates for admission must be at least fifteen years of age, and be able to furnish satisfactory testimonials of good moral character; if coming from other incorporated institutions, they must be able to present certificates of honorable dismissal.

In matriculating the following order must be observed:

1. Payment of fees in the Bursar's office the first day of the term.
2. Registration in the President's office the first day of the term.
3. Enrollment in classes, after consultation with the Committee on Entrance Requirements.

No student is allowed to enter any class until he has completed his matriculation in the order specified.

Requirements for Admission

Students bearing the prescribed certificates of accredited academies will be admitted into the classes of the College without examination. Examinations, the scope of which is indicated below, will be required of all other students. All "conditions" must be removed before the close of the first year. The days set for the removal of conditions are—in the fall term, October 29 and the first day of the final fall examination period, and, in the spring term, March 25 and the first day of the final spring examination period.

To enable students to remove conditions, one class each in Mathematics, English, Latin, and Greek is for the present retained under the supervision of members of the Faculty, but no student is received who is "conditioned" on more than two of these subjects.

Entrance requirements are designated in terms of units, a unit being a course of five periods, of not less than three-quarters of an hour each, weekly throughout an academic year of the preparatory school. Thus Algebra through

quadratics and progressions, which is usually studied five periods weekly throughout two academic years, has the value of two units.

A minimum of fourteen units is required for admission to the College. Twelve and a half of these units are prescribed as follows:

English, 3 units;

Mathematics, 2 1-2 units;

Languages other than English, 4 units;

History, 2 units;

Science, 1 unit.

For the B.A. degree and for the B.S. degree in Medicine, the four units of Languages other than English must be Latin; for the B.S. degree in Science and in Engineering, two of the units must be Latin and two Modern Languages.

The two and a half remaining units are elective, and may be chosen from any of the other academic studies given below; or they may be made up from advanced work offered in any of the prescribed studies given above.

A student will not be received as a candidate for a degree if he enters conditioned on more than four units.

English

Preparation in English should keep two ends in view: (1) The ability to speak and to write the language readily and correctly; (2) The ability to read with intelligence and appreciation.

I. *Grammar and Rhetoric.* 1 unit.

This course is required for admission into any college class.

The candidate must, first of all, be able to spell, capitalize, and punctuate correctly. He must further show a practical knowledge of English grammar, including inflection, syntax, and sentence-structure; and familiarity with the elementary principles of rhetoric, including paragraph-structure, narration, and description.

No candidate will be accepted in English whose work is seriously defective in point of spelling, punctuation, grammar, or division into paragraphs.

Two lists of books are given, one for study, the other for reading. The examination on the books for study and practice (a) will presuppose the thorough study of each of the books named. The examination will be upon subject-matter, form, and structure.

The second list (b) contains books to be read out of class. The candidate will be required to present evidence of a general knowledge of the subject-matter of these books, and to answer simple questions on the lives of the authors. The form of examination will usually be the writing of a paragraph or two on each of several topics, to be chosen by the candidate from a considerable number—perhaps ten or fifteen—set before him in the examination paper. The treatment of these topics is designed to test the candidate's power of clear and accurate expression, and will call for only a general knowledge of the substance of the books.

FOR 1910-1911.

(a) REQUIRED FOR STUDY AND PRACTICE. 1 UNIT.

Shakespeare: *Macbeth*. Milton: *Lycidas*, *Comus*, *L'Allegro*, and *Il Penseroso*. Burke: *Speech on Conciliation with America*; or *Washington: Farewell Address*; and Webster: *First Bunker Hill Oration*. Macaulay: *Life of Johnson*; or Carlyle: *Essay on Burns*.

(b) REQUIRED FOR READING. 1 UNIT.

Group 1 (two books to be selected). Shakespeare: *As You Like It*, *Henry V*, *Julius Cæsar*, *The Merchant of Venice*, *Twelfth Night*.

Group 2 (one book to be selected). Bacon: *Essays*. Bunyan: *The Pilgrim's Progress*, Part I. The Sir Roger de Coverley Papers in "*The Spectator*." Franklin: *Autobiography*.

Group 3 (one book to be selected.) Chaucer: *Prologue*. Spenser: *Selections from The Faerie Queen*. Pope: *The Rape of the Lock*. Goldsmith: *The Deserted Village*. Palgrave: *Golden Treasury (First Series)*, Books II and III, with especial attention to Dryden, Collins, Gray, Cowper, and Burns.

Group 4 (two books to be selected). Goldsmith: The Vicar of Wakefield. Scott: Ivanhoe, Quentin Durward. Hawthorne: The House of the Seven Gables. Thackeray: Henry Esmond. Gaskell: Cranford. Dickens: A Tale of Two Cities. George Eliot: Silas Marner. Blackmore: Lorna Doone.

Group 5 (two books to be selected). Irving: Sketch Book. Lamb: Essays of Elia. De Quincey: Joan of Arc and The English Mail-Coach. Carlyle: Heroes and Hero-Worship. Emerson: Essays (selected). Ruskin: Sesame and Lilies.

Group 6 (two books to be selected). Coleridge: The Ancient Mariner. Scott: The Lady of the Lake. Byron: Mazeppa and The Prisoner of Chillon. Palgrave: Golden Treasury (First Series), Book VI, with special attention to Wordsworth, Keats, and Shelley. Macaulay: Lays of Ancient Rome. Poe: Poems. Lowell: The Vision of Sir Launfal. Arnold: Sohrab and Rustum. Longfellow: The Courtship of Miles Standish. Tennyson: Gareth and Lynette, Lancelot and Elaine, and The Passing of Arthur. Browning: Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Evelyn Hope, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, The Boy and the Angel, One Word More, Hervé Riel, Pheidippides.

The books in these lists may be had in Macmillan's Pocket Classics at twenty-five cents a volume.

Latin

I. Amount and Range of the Reading Required

1. The Latin reading required of candidates for admission to college, without regard to the prescription of particular authors and works, shall be not less *in amount* than Cæsar, Gallic War, I-IV; Cicero, the orations against Catiline, for the Manilian Law, and for Archias; Virgil, Æneid, I-VI.

2. The amount of reading specified above shall be selected by the schools from the following authors and works: Cæsar, Gallic War and Civil War; Nepos, Lives; Cicero, Orations, Letters, and De Senectute; Sallust, Catiline and Jugurthine War; Virgil, Bucolics, Georgics and Æneid; Ovid, Metamorphoses, Fasti, and Tristia.

II. Subjects and Scope of the Examinations

1. *Translation at Sight.* Candidates will be examined in translation at sight of both prose and verse. The vocabulary, construction, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.

2. *Prescribed Reading.* Candidates will be examined also upon the following prescribed reading: Cicero, Oration for the Manilian Law and Oration for Archias; Virgil, *Æneid*, I, II, and either IV or VI at the option of the candidate, with questions on subject-matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed reading are set for translation will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with both these parts of the paper, or they will not be given credit for either part.

3. *Grammar and Composition.* The examinations in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose. The words, constructions, and range of ideas called for in the examinations in composition will be such as are common in the reading of the year, or years, covered by the particular examination.

Suggestions Concerning Preparation

Exercises in translation at sight should begin in school with the first lessons in which Latin sentences of any length occur, and should continue throughout the course with sufficient frequency to insure correct methods of work on the part of the student. From the outset particular attention should be given to developing the ability to take in the meaning of each word—and so, gradually, of the whole sentence—just as it stands; the sentence should be read and under-

stood in the order of the original, with full appreciation of the force of each word as it comes, so far as this can be known or inferred from that which has preceded and from the form and the position of the word itself. The habit of reading in this way should be encouraged and cultivated as the best preparation for all the translating that the student has to do. No translation, however, should be a mechanical metaphrase. Nor should it be a mere loose paraphrase. The full meaning of the passage to be translated, gathered in the way described above, should finally be expressed in clear and natural English.

A written examination can not test the ear or tongue, but proper instruction in any language will necessarily include the training of both. The school work in Latin, therefore, should include much reading aloud, writing from dictation, and translation from the teacher's reading. Learning suitable passages by heart is also very useful, and should be more practiced.

The work in composition should give the student a better understanding of the Latin he is reading at the time, if it is prose, and greater facility in reading. It is desirable, however, that there should be systematic and regular work in composition during the time in which poetry is read as well; for this work the prose authors already studied should be used as models.

Greek

1. Xenophon's *Anabasis*, Book I, chaps. i-viii. The candidate will be expected to show a thorough mastery of forms, constructions, and idioms such as are found in the prescribed portion of Xenophon, and to be able to write at sight simple Attic prose. 1 unit. Required for entrance to Greek I.

2. *Anabasis*, Books II-IV, or Books II-III of the *Anabasis* and one book of Herodotus. The candidate will be

expected to be able to write prose based on the vocabulary and constructions of the Anabasis. 1 unit.

Mathematics

1. *Algebra.* 2 units.

Knowledge of Elementary and College Algebra as far as logarithms, including factoring, common divisors, fractions, involution and evolution, theory of exponents, radicals, quadratics, progressions, and the binomial theorem.

2. *Geometry.* 1-2 unit.

Knowledge of Five Books of Plane Geometry—embracing the relations of straight lines, properties of rectilinear figures, the circle and related lines and angles, similar polygons, areas, regular polygons, and the measure of the circle.

Modern Languages

German. 1 unit.

(1) Thorough drill in pronunciation; (2) a practical knowledge of inflections and elementary principles of syntax; (3) the ability to translate easy English sentences into German; (4) the reading of not less than 150 pages of easy German prose and verse.

French. 1 unit.

(1) Thorough drill in pronunciation; (2) a practical knowledge of inflections and the elementary principles of syntax; (3) the ability to translate easy English sentences into French; (4) the reading of not less than 150 pages of easy French prose.

Political Science

Geography.

In the preparation of students for the study of history, special emphasis should be placed on geography. The drawing of maps and the tracing of campaigns are very important. Both physical and political geography should receive attention. The student should be able to draw the maps usually found in school histories.

General History. 1 unit.

Thorough drill in the great events of the historic nations of the world, such as may be found in Myers's General History, or any other general history of 500 pages.

English History. 1-2 unit.

The student should be familiar with the leading events in English history, found in Montgomery's Leading Facts of English History, or any similar book of 300 pages.

United States History. 1-2 unit.

The student should be familiar with the history of the United States as told in a text-book of not less than 300 pages.

North Carolina History. 1-2 unit.

Connor's Story of the Old North State gives a brief and accurate statement of the leading facts of North Carolina history.

Science

Physical Geography. 1-2 unit.

The entrance requirements in this subject include such elementary knowledge as may be obtained from a text-book like Tarr and McMurray's "New Physical Geography."

Physiology. 1-2 unit.

Preparation in human physiology should embrace the knowledge of the gross structure of the chief organs of the body and their functions in health, together with the general principles of personal and public hygiene. Such a book as Martin's "Human Body," Briefer Course, might be used in this course.

Zoology. 1-2 unit.

The entrance requirements in this subject will be met by such a knowledge of animal structure and animal activities as may be obtained by the study of a manual like Jordan

and Kellogg's "Animal Forms." The actual observation and study of specimens should be insisted upon.

Botany. 1-2 unit.

To meet the requirements in botany the student should know the general structure and functions of the great groups of plants, specimens of which he should study in a laboratory course. A serviceable text-book for this preparation is Bergen's "Elements of Botany."

Schools

Instruction is given in the following Schools:

- I. LATIN LANGUAGE AND LITERATURE.
- II. GREEK LANGUAGE AND LITERATURE.
- III. ENGLISH LANGUAGE AND LITERATURE.
- IV. MODERN LANGUAGES.
 1. French Language and Literature.
 2. German Language and Literature.
 3. Spanish Language and Literature.
- V. MATHEMATICS.
 1. Solid Geometry and Trigonometry.
 2. Analytic Geometry.
 3. Differential and Integral Calculus.
- VI. APPLIED MATHEMATICS AND ASTRONOMY.
- VII. CHEMISTRY.
 1. General Chemistry.
 - (a) Inorganic Chemistry.
 - (b) Organic Chemistry.
 2. Applied Chemistry.
- VIII. BIOLOGY.
 1. General Biology.
 2. Botany.
 3. Zoology.
 4. Elementary Physiology.
 5. Geology.
- IX. PHYSICS.
- X. PHILOSOPHY.
 1. Psychology.
 2. Ethics.
 3. Logic.
 4. History of Philosophy.
- XI. POLITICAL SCIENCE.
 1. History.
 2. Political Economy.
 3. Constitutional Government.
 4. Sociology.

XII. THE BIBLE.

XIII. EDUCATION.

XIV. LAW.

1. Common and Statutory Law.
2. Equity and Equity Jurisprudence.
3. Constitutional Law.

XV. MEDICINE.

1. Anatomy.
2. Physiology.
3. Biology.
4. Inorganic Chemistry.
5. Physics.
6. Histology.
7. Organic Chemistry.
8. Physiological Chemistry.
9. Pharmacology.
10. Bacteriology.
11. Pathology.

XVI. PHYSICAL CULTURE.

I. SCHOOL OF LATIN LANGUAGE AND LITERATURE.

Professor Carlyle.

Associate Professor Paschal.

To give the student ability to read and interpret the masterpieces of Latin literature with accuracy and ease is the primary purpose of this Department. This can be gained only by a thorough mastery of the inflections, general structure, and peculiar idioms of the language. Therefore these matters are the subject of constant drill, while frequent tests, both oral and written, are made of the student's ability to translate. The passages set for this purpose are often at sight, but uniform in character with the text studied in class. The examinations sometimes consist altogether of sight work.

OUTLINE OF COURSES FOR 1910-1911.

COURSE 1.—Five hours weekly. Prescribed for the B.A. degree. Admission to this class is by examination or certificate, but no student will be allowed to remain in it if it becomes evident that he is not prepared for its work.

COMPOSITION AND GRAMMAR.—Ritchie's Prose; Allen and Greenough's Grammar; Systematic drill in the use of lexicons (Harper's Latin-English); Original exercises.

LIVY.—Books I and II or XXI and XXII; Lectures and Essays on Livy. Fall Term.

CICERO.—Select letters (Abbott); Cato Major (Rockwood); Lectures on Cicero and his times. First ten weeks of Spring Term.

HORACE.—Odes and Epodes (Smith and Greenough). Second ten weeks of Spring Term.

COURSE 2.—Three hours weekly.

COMPOSITION AND GRAMMAR.—Bradley's Arnold's Prose; Allen and Greenough's Grammar; Original Exercises in the more difficult principles of Syntax.

TACITUS.—Germania and Agricola (Tyler). Fall Term.

HORACE.—Satires and De Arte Poetica. First ten weeks of Spring Term.

JUVENAL.—Satires. Second ten weeks of Spring Term.

COURSE 3.—Three hours weekly. During the year a selection from the following courses will be offered:

PLAUTUS.—Menæchmi, Pseudolus, Rudens.

TERENCE.—Adelphæ, Heauton Timorumenos.

SENECA.—Medea, Octavia.

CATULLUS, PROPERTIUS, TIBULLUS.

CICERO.—De Senectute, De Amicitia, Orator.

TACITUS.—Histories, Annals.

COURSE 4.—Two hours weekly. Open to those students whose tastes lead them to special attainments in the language, and to those who contemplate teaching Latin.

TEACHER'S COURSE.—The elements of Latin and proper methods of presenting them. Syntactical analysis of one book of Cæsar's Gallic War, one oration of Cicero, and one book of

Virgil's *Æneid*, review of Roman history and history of Roman literature. Not less than five hundred pages of Latin prose and verse must be prepared for examination. Abbott's History; MacKail's Literature. Roman poetry of the Empire.

CICERO.—*De Officiis*.

LUCRETII.—*De Rerum Natura*.

MARTIAL.—*Epigrams*.

II. SCHOOL OF GREEK LANGUAGE AND LITERATURE.

Professor Royall.

Associate Professor Paschal.

COURSES FOR 1910-1911.

COURSE 1.—Five hours weekly. Elective.

XENOPHON.—Books 2, 3, and 4 of the *Anabasis*; exercises based upon the text recently read, and arranged with a view to thorough drill in syntax, partly without a manual and partly in the use of Bonner's or Gleason's Greek Prose Composition, references being principally to Goodwin's Greek Grammar and Liddell and Scott's Greek-English Lexicon (Intermediate).

HERODOTUS.—Selections from representative stories and from the history of the Persian invasions of Greece under Darius and Xerxes.

Botsford's History of Greece.

COURSE 2.—Three hours weekly. Elective.

ATTIC ORATORS.—Four orations of Lysias; Selections from Isocrates and Demosthenes; Greek Rhetoric; Athenian Legislative Bodies and Courts; original exercises, based chiefly on Lysias.

HOMER.—Two books of the *Iliad* and two of the *Odyssey*; outline study of each poem as a whole, with use of the abridged version of the *Iliad* by Lang, Leaf, and Myers, and of the *Odyssey* by Butcher and Lang.

LITERATURE.—Jebb's *Primer of Greek Literature*; Capps's *From Homer to Theocritus*; informal lectures.

COURSE 3.—Three hours weekly. Elective.

DRAMA.—One tragedy of Sophocles; selections from *Æschylus*, *Euripides* and *Aristophanes*; Lectures on the Drama; Rhythmic and Metric.

PLATO.—Apology and Crito; selections from Phædo and other dialogues; lectures on Greek Philosophy.

COURSE 4.—Three hours weekly. Elective.

One of the following courses:

HOMER.—Reading and critical study of the entire Iliad or Odyssey.

PLATO.—The Republic—the whole work being carefully read. Ten plays from Æschylus, Sophocles, and Euripides.

III. SCHOOL OF ENGLISH.

Professor Sledd.

Instructor Holden.

Instructor McMillan.

Requirements of admission to this Department are given on p. 41.

No student will be allowed to continue in Course 1 whose work is found to be seriously deficient in the elementary principles of composition,—spelling, grammar, punctuation, and paragraphing.

COURSE 1.—Three hours a week. Prescribed for the B.A. and the B.S. degree.

RHETORIC AND COMPOSITION.—The fall term is given wholly to the study of Rhetoric and Composition. Baldwin's Rhetoric and Woolley's Hand-book of Composition serve as the basis of class room work, but the special emphasis of the course is laid upon practice. Two themes a week are to be handed in, with frequent class room exercises.

LITERATURE.—The Spring Term. Long's History of English Literature, Manly's English Poetry, and Gayley's Classic Myths. Two plays of Shakespeare. One theme a week.

PARALLEL READING.—This part of the course extends over both terms, and involves the study of the Essay, the Short Story, and the Novel. The work is intended to serve the double purpose of familiarizing the student with prose masterpieces of English literature, and of illustrating the principles of Composition. About twenty masterpieces are assigned during the year, and of these the student is required to hand in abstracts and criticism as directed by the instructor.

COURSE 2.—Three hours a week. Prescribed for the B.A. degree. Students who apply for admission to this course will be required to stand an examination on all the subjects of Course 1.

SHAKESPEARE.—Critical study of *The Midsummer Night's Dream*, *Romeo and Juliet*, *Hamlet*, *Lear*, *Othello*, *Macbeth*, and *The Tempest*. Thirteen other plays are assigned for private reading and examination. The Temple Shakespeare is used in class room, the Cambridge Shakespeare (Neilson) for outside reading. Dowden's *Primer* and Boas's *Shakespeare and His Predecessors*. Three hours a week throughout the first half-session.

MILTON.—Rapid review of the Minor Poems and their mythology; careful study of the first six books of *Paradise Lost*, with readings from the remaining books; *Samson Agonistes* as a specimen of the Classical Drama in English. The Cambridge Milton. A good classical dictionary is necessary. Three hours a week from January 1 to March 15.

WORDSWORTH.—Chronological reading of the poetical works, in Morley's edition, with special attention to Wordsworth's part in the Romantic Movement.

TENNYSON.—The Globe edition with private reading in Luce's *Hand-book*, and in Stopford Brooke's *The Poetry of Tennyson*.

COURSE 3.—Three hours a week. Elective to those who have completed Course 2. Some special form, or period, of literature is made the subject of extended study. The subject chosen for 1910-1911 is American Literature. Students who elect this course will be required to purchase a considerable number of books.

GENERAL HISTORY OF AMERICAN LITERATURE.—Some brief manual, such as that of Pancoast, serves as the basis of lectures, while the student is required to read regularly in the works of Barrett Wendell, Tyler, Trent, Richardson, and Stedman.

PIONEER, COLONIAL, AND REVOLUTION LITERATURE.—Trent and Well's *Selections* (3 vols.), assigned reading in Stedman's *Library of American Literature*; Macmillan's *Early American Speeches and Epoch-making Papers*, Woolman's *Journal*, Franklin's *Autobiography*, State Papers of Jefferson, Madison, and Hamilton.

EARLY AMERICAN POETS.—Selected from Stedman's Library of American Literature.

EARLY PROSE WRITERS.—Selected from Stedman, with special study of Irving and Cooper.

NEW ENGLAND POETS.—Bryant, Emerson, Longfellow, Whittier, Holmes, and Lowell, in Page's Chief American Poets.

NEW ENGLAND PROSE WRITERS.—Emerson, Holmes, and Thoreau. Garnett's Life of Emerson.

HAWTHORNE.—Practically all of Hawthorne. Reading in Hawthorne and His Wife, and Lives by James, Woodberry, and Conway.

POE.—Some eight weeks will be given to Poe as poet, story-writer, and critic. Reading in Lives by Woodberry, Harrison, and others.

WHITMAN.—Selections in Page's Chief American Poets, supplemented by reading in Whitman's Prose. Perry's Life of Whitman.

LITERATURE IN THE SOUTH.—Trent's Southern Writers, with special consideration of Timrod, Hayne, Simms, and Sidney Lanier. Reading in Trent's Life of Simms and Mims's Life of Lanier.

COURSE 4.—Three hours a week. Elective. Open to those who have completed Course 2. Two or three subjects are chosen from those given below. The choice rests largely with the students who elect this work. The study of masterpieces and practice in composition go hand in hand. An effort is made to develop in the student a sense of style.

GENERAL RHETORIC.—Genung's Working Principles of Rhetoric for use in the class room and reference in writing. Other standard works are accessible to the student.

THE SHORT STORY.—The manuals of Albright, Brander Matthews, Esenwein, and Bliss Perry supply critical material. For study and practice, various collections of the Short-story are used, together with the current magazines.

THE ESSAY.—Bronson's English Essays, supplemented by material from English and American magazines.

THE ORATION.—Shurter's Rhetoric of Oratory, with selected speeches and orations.

LITERARY CRITICISM.—Lectures and reading in such works as Winchester's Principles of Literary Criticism, Payne's Ameri-

can Criticism, Vaughan's English Criticism, Cooper's Theories of Style, Brewster's Modern English Literary Criticism.

COURSE 5.—Three hours a week. Elective. Open to students who have completed Course 2. Adapted especially to the needs of those who purpose becoming teachers of English.

OLD ENGLISH.—Cook's First Book of Old English, Bright's Anglo-Saxon Reader, Stopford Brooke's Early English Literature.

CHAUCEER.—The Globe Chaucer, Pollard's Primer of Chaucer.

HISTORY OF LANGUAGE.—Lounsbury's History of the English Language, Greenough and Kittredge's Words and Their Ways.

COURSE 6.—One hour a week. Elective to those who have completed Course 2.

BROWNING.—The work of the year is given to the study of Browning. The Camberwell Edition of the poet's works, with Stopford Brooke's The Poetry of Browning and Sharp's Life.

IV. SCHOOL OF MODERN LANGUAGES.

Professor Gorrell.

The subjects taught in this School are the German, French, and Spanish languages and literatures.

The first year course provides a thorough training in grammar and syntax and requires three or four hundred pages of reading, sufficient to enable the student to translate these languages with accuracy and ease.

By the generosity of Mrs. W. H. Wiggs, of Atlanta, the Department is furnished with a full phonographic outfit for conversational French and Spanish. It has been found by experience that thorough mastery of the sounds reproduced by the phonograph is of great value in securing facility of utterance and accuracy of pronunciation.

To enter Course 1 in French and Spanish the student must have completed the work of Course 1 in Latin.

Course 1 in German is required for the B.S. degree.

Course 1 in German, French, or Greek is required for the B.A. degree.

Students offering the equivalent of French 1 or German 1, done in the high schools, will be required to stand an examination on these subjects at or near the beginning of the session.

OUTLINE OF COURSES FOR 1910-1911.

GERMAN.

COURSE 1.—Three hours a week.

GRAMMAR AND COMPOSITION.—Bacon's German Grammar. Oral and written exercises throughout the session.

PROSE AND VERSE.—Hewett's German Reader; Grimm's *Kinder und Hausmaerchen*.

COURSE 2.—Two hours a week.

This course consists entirely of reading. Mosher's *Willkommen in Deutschland*, Schiller's *Wilhelm Tell*, Goethe's *Hermann und Dorothea*.

Course 2 may be taken in connection with Course 1.

COURSE 3.—Three hours a week.

COMPOSITION.—Joynes' German Grammar.

CLASSICAL LITERATURE.—Lectures on German literature up to the New High German period, followed by extensive readings from the works of Lessing, Goethe, Schiller, and Heine.

FRENCH.

COURSE 1.—Three hours a week.

GRAMMAR AND COMPOSITION.—Fraser and Squair's French Grammar. Oral and written exercises throughout the session.

PROSE AND VERSE.—Kuhn's French Reading for Beginners; Labiche and Martin's *Le Voyage de Monsieur Perrichon*.

COURSE 2.—Two hours a week.

This course consists entirely of reading. Malot's *Sans Famille*; Dumas' *Les Trois Mousquetaires*; Daudet's *La Belle Nivernaise*: Course 2 may be taken in connection with Course 1.

COURSE 3.—Three times a week.

COMPOSITION.—Fraser and Squair's French Grammar.

LITERATURE.—The study of French fiction of the nineteenth century. Extensive readings from the works of Dumas, Hugo, Balzac, Merimee, Maupassant, Halevy, Daudet, Zola, etc.

SPANISH.

COURSE 1.—Three hours a week.

COMPOSITION.—De Tornos' Spanish Method.

PROSE AND VERSE.—Ramsey's Spanish Reader, Galdos' *Dona Perfecta*; Alarcon's *El Capitan Veneno*.

COURSE 2.—Three hours a week.

COMPOSITION.—De Tornos' Spanish Method; Marion and Garennes' *Introduccion a la Lengua Castellana*. Thorough drill in conversational Spanish with the use of the phonograph.

Rapid reading of the works of Galdos, Valera, Alarcon, Cervantes, Echegaray.

V. SCHOOL OF MATHEMATICS.

Emeritus Professor Mills.

Prof. Lanneau.

Prof. Lake.

Instructor Jones.

COURSE 1.—Five hours weekly. Prescribed for the B.A. and the B.S. degree. To take this course the student must show that he has done, satisfactorily, at least one year's work on Higher or College Algebra; and that he is familiar with the Laws of Exponents, Radical Expressions, Quadratic Equations, Progressions, and the Binomial Theorem. He must also show that he has thoroughly mastered the Five Books of Plane Geometry.

FALL TERM.—Solid Geometry, and original exercises in Plane Geometry.

SPRING TERM.—Plane and Spherical Trigonometry, and applications.

TEXT-BOOKS.—Phillips and Fisher's *Geometry*, Gore's *Trigonometry*.

COURSE 2.—Three hours weekly. A satisfactory examination on the work of Course 1 must be passed before a student will be allowed to take this course.

FALL TERM.—Analytic Geometry—Loci, the Line, the Circle, Systems of Coordinates.

SPRING TERM.—Analytic Geometry continued—the Parabola, Ellipse, Hyperbola, Higher Plane Curves, Figures in Space.

TEXT-BOOK.—Wentworth's Analytic Geometry.

COURSE 3.—Two hours weekly. For entrance on this course satisfactory examinations on Courses 1 and 2 are required.

FALL TERM.—Differential Calculus.

SPRING TERM.—Integral Calculus.

TEXT-BOOK.—Nichols' Calculus.

VI. SCHOOL OF APPLIED MATHEMATICS AND ASTRONOMY.

Professor Lanneau.

Instructor

The subjects taught in this school are: Land Surveying, Roads and Railroads, Descriptive Geometry, Mechanical Drawing, Blueprint Processes, and Astronomy.

THE OBSERVATORY.

Is well located. Its dome rotates easily. Its 5-inch telescope is unusually complete in adjusting gear, is equatorially mounted, and is moved by clock-work to synchronize with the stars. The more important attachments provided are: a Helioscope, a Filar-Position Micrometer, and a Spectroscope.

THE FIELD OUTFIT.

Includes instruments of best grade—Surveyor's Compass, with Vernier and Out-keeper; Steel Chain and Pins; Ranging Rods; Engineer's Level with 20-inch Telescope; Leveling Rods, reading to one-thousandth of a foot; Sextant and Mercurial Horizon; Surveyor's Transit, with vertical arc, stadia, latitude level, and solar attachment.

THE DRAFTING ROOM.

Is equipped with necessary Cabinets, Drawing-Instru-

ments, Drawing-boards, Tables, T-squares, Plotting-scales, Protractors, Triangles, Straight-edges, Selected Paper and Inks, Blueprint Frame, Tray and Hangers.

In Courses 1 and 2 the student must make good any loss or marring of instruments or materials furnished him for use.

COURSE 1.—*Compass Surveying*.—Four hours a week in recitation and drawing, and two hours a week in field work. Counting five in the requirements for degree.

To enter this course a good knowledge of Trigonometry is required. It includes the exact adjustment of the various instruments as well as their use in the field.

The field work embraces problems of heights and distances; surveys and resurveys; the dividing of land as required, surface, section and cross-section leveling, etc.

Special attention is given to office work—plotting the field notes, and calculating and discussing results.

TEXT-BOOKS.—Barton's Surveying, Anthony's Mechanical Drawing.

COURSE 2.—*Transit Surveying*.—Four hours a week in recitation and drawing, and two hours a week in field work. Counting five in the requirements for degree.

Fall Term—Descriptive Geometry, Mechanical Drawing, and Shades and Shadows.

Spring Term—Roads and Railroads, Mechanical Drawing, and Blueprint Processes.

TEXT-BOOKS.—Barton's Surveying, Anthony and Ashley's Descriptive Geometry, Gillespie's Roads and Railroads.

COURSE 3.—*Astronomy*. Three hours a week the entire session.

To take this course requires familiarity with Mathematics, and Physics 1. It embraces, however, more of the physical

than of the mathematical—more of the “New Astronomy.” The subject is developed by frequent lectures, by telescopic and outdoor observations, and by classroom illustrations with the Professor’s recently designed apparatus called the Cosmoid.

The aim in this course is—by text, lecture, telescope, and Cosmoid—to acquaint the student with stellar facts and cosmic theories, and to lead him into a satisfactory and ennobling knowledge of the material universe.

TEXT-BOOK.—Young’s Manual of Astronomy.

REFERENCES.—Young’s General Astronomy, Newcomb and Holden’s Astronomy, Langley’s New Astronomy, Moulton’s Introduction to Astronomy, Loomis’s Practical Astronomy.

VII. SCHOOL OF CHEMISTRY.

Professor Brewer.

Instructor Nowell.

COURSE I.—A year’s course of descriptive chemistry, consisting of both classroom and laboratory work. Three hours a week for lecture and recitation, and two hours a week for laboratory work throughout the year. Prescribed for the B.A. and B.S. degrees.

LECTURES AND RECITATIONS.—These include discussion of the more common metals and nonmetals and their compounds. Fundamental principles of the science are presented as far as possible with a class taking the subject for the first time. Theory is discussed after the facts on which it rests. With this in view, a few typical elements are selected for study which are not only inherently interesting and important, but also furnish data needed in the statement of laws and theories. After this introduction, the order of study is that required by the Periodic Law. Lectures are illustrated as fully as possible by experiments. Weekly written quizzes are given.

LABORATORY.—Each student is required to have a set of apparatus and to make experiments for himself, with the aid

of the manual. Instructors are always present to aid in case of necessity. In setting up his own apparatus and collecting the necessary chemicals, he becomes intimately acquainted with every detail of the experiment. A careful record of laboratory work is required. This must be made while the experiment is going on, and submitted to an instructor for examination and criticism. The time is devoted to the preparation of the elements and some of their compounds and to the determination of their properties. The last few weeks of the session are given to a brief introductory course in qualitative analysis.

COURSE 2.—A year's course in organic chemistry. Two hours a week for lecture and recitation, and four hours a week for laboratory work throughout the year. Elective, counting four in the degree courses. Course 1 is prerequisite.

LECTURES AND RECITATIONS.—These are devoted to the discussion of the hydrocarbons and their derivatives. The subject is studied from both its practical and theoretical points of view. While time is given to the consideration of the structure and relations of organic compounds, proper emphasis is also placed upon the study of the occurrence, manufacture, properties, and applications of commercial products, including such common substances as chloroform, ether, alcohol, beverages, vinegar, glycerine, nitro-glycerine, fats, soaps, sugar, starch, cellulose, guncotton, benzene, carbolic acid, aniline dyes, indigo, alkaloids, etc., etc.

LABORATORY.—For the first five months time is given to qualitative analysis. After preliminary study of the reactions involved and the methods of separation and identification of the more common metals and acids, each student is given a different series of mixtures of unknown substances and required to ascertain by analysis the content of each. The remaining four months are devoted to the preparation of organic compounds illustrating the lectures of this course.

COURSE 3.—A laboratory course in quantitative analysis. Eight hours of laboratory work per week for the fall term. Elective, counting two in the degree courses. Courses 1 and 2 are prerequisite.

The time is devoted to the study of standard gravimetric and volumetric methods of estimating the common bases and acids.

COURSE 4.—Physiological Chemistry. Two lectures and four hours laboratory work for the spring term. Elective, counting two in the B.S. degree.

The lectures are devoted to discussions of the chemistry of foods, of digestion and assimilation, of wastes, etc. In the laboratory is given an opportunity for experimental study of many of the topics presented in the lectures. Special attention is given to urinalysis.

VIII. SCHOOL OF BIOLOGY.

Professor Poteat.

Instructor Ives.

COURSE 1.—*General Biology*.—The object of this course is to present the fundamental facts of the structure and the functions of animals and plants. It consists of a course of lectures and of a laboratory course. The lectures present, among other subjects, the structure and activities of the cell, the phenomena of movement, irritability, metabolism, reproduction, heredity, the origin of living forms, together with the embryology of particular organisms. The laboratory supplies material for study, the necessary reagents and dissecting instruments, including a compound microscope for each student.

Three hours a week for lecture and recitation, and two for laboratory work throughout the session. Prescribed for the B.S. and B.A. degrees.

BOOKS.—To be purchased by the student: Boyer's *Elementary Biology*. In the special library lodged in the building the student may consult the usual manuals and reference books.

COURSE 2.—*Botany*.—This course begins with a study of typical representatives from the several groups of Algæ. The Fungi are next taken up, and forms from the succeeding groups of plants, including the Angiosperms are studied. The easy gradation from the lower to the higher

types is shown. Plant Physiology is studied hand-in-hand with plant morphology. A large part of the material is to be collected by the student under the direction of the Professor.

Three hours a week for lecture and recitation and two for laboratory work, throughout the session. Elective, counting four in the degree courses, and offered only to students who have taken Course 1 of this School.

BOOKS.—To be purchased by the student: Bergen and Davis's Principles of Botany. The laboratory is supplied with numerous books of reference.

COURSE 3.—*Zoology*.—This course is designed to give the student an idea of the animal series by studying representative types from the Protozoa to the higher Vertebrates. Emphasis is placed on the economic relations of animals to man. The study of animal activities, including observations of the regenerative process in a few forms, is taken parallel with the several types studied. Material is furnished showing the cleavage stages and early development of certain forms. The student is expected to obtain, when it is possible, the living material in its native environment, and frequent excursions are made under the direction of the Professor.

Three hours a week for lecture and recitation and two for laboratory work, throughout the session. Elective, counting four in the degree courses, and offered only to students who have taken Course 1 of this school.

BOOKS.—To be purchased by the student: Osborn's Economic Zoology. Numerous books of reference may be found in the laboratory.

COURSE 4.—*Elementary Physiology*.—This course is intended to give a general knowledge of the parts and activities of the human body. The laboratory supplies a human skeleton and numerous microscopical preparations of the various tissues which are used in demonstrations by the Professor.

Two hours a week for lecture and recitation during the Fall Term. Elective for the B.A., and B.S. degree.

Martin's Human Body (Advanced Course) is to be purchased by each student.

COURSE 5.—*Geology*.—This course begins with a study of the chief rock forming minerals, after which are taken up the general principles of Geology. The latter part of the course deals with the records of early life. The work includes practical exercises in the field.

Two hours a week throughout the session. Elective for the B.A. and the B.S. degree.

The first part of the course is devoted to a study of physiography and the common rock-forming minerals, after which are studied the records of early life.

IX. SCHOOL OF PHYSICS.

Professor Lake.

The courses of this Department are as given below. The texts named are those last used and are intended to indicate the character and scope of the work in the courses; right is reserved to make changes in them whenever the best interest of the classes may demand it.

The lectures of the classroom are based upon previously assigned portions of the texts and are supplemented by quizzes, both oral and written, and problems, worked by the classes.

Laboratory work, which accompanies each course, is done under the personal supervision of the Professor, who renders assistance only when it is needed. From the beginning stress is laid on the formation of correct experimental habits. Students are required to make orderly records of their experiments in books kept for the purpose, and these books are regularly examined and returned to them with criticisms and suggestions.

COURSE 1.—Three hours a week for lectures and recitations, and two hours a week for laboratory work. Prescribed for the B.A. and the B.S. degree.

The objects of this course are to furnish general culture and to prepare students for more advanced work. It embraces all the branches of General Physics—Mechanics, Heat, Electricity and Magnetism, Sound, and Light. Stress is laid upon the leading phenomena and fundamental laws and principles. Lectures are freely illustrated by experiment. The working of problems is an important part of the course. A knowledge of Mathematics 1 is required for entrance.

TEXT-BOOKS.—Wentworth and Hill's *Physics* (Revised), Stone's *Experimental Physics*.

COURSE 2.—Three hours a week for lectures and recitations and two hours a week for laboratory work. Elective, counting four in the degree courses.

This class studies Mechanics, Light, Electricity and Magnetism. The treatment of these subjects is more advanced and more mathematical than in the previous course. Prerequisites for entrance are Physics 1, and Mathematics 2.

TEXT-BOOKS.—Carhart's *University Physics*, Vol. I; Silvanus Thompson's *Lessons in Electricity and Magnetism*; Sabine's *Manual*; Ames and Bliss's *Manual*.

COURSE 3.—Three hours a week for lectures and two hours a week for laboratory. Elective, counting four in the degree courses.

For the benefit of those who wish to continue the study of Physics, special courses are offered in Mechanics, Light, and Electricity. The course in Mechanics is offered every year and is accompanied alternately by the course in Light and the course in Electricity.

The laboratory work is of an advanced nature, and consists of selected exercises, which require the use of instruments of precision. Prerequisites for admission to this course are a good working knowledge of Differential and Integral Calculus, and the completion of Courses 1 and 2 in Physics.

TEXT-BOOKS.—Jean's *Theoretical Mechanics*; Preston's *Theory of Light*; Franklin and Williamson's *Alternating Currents*.

X. SCHOOL OF PHILOSOPHY.

Professor Taylor.

COURSE 1.—Three periods a week. Required for the B.A. and the B.S. degree. Lectures supplemented by text-books. Frequent written quizzes.

a. Psychology.

b. Logic.

c. Ethics.

An abstract of Hunter's History of Philosophy must be submitted by April 15th.

COURSE 2.—Metaphysics and History of Philosophy. Two periods a week. Elective for the B.A. degree.

[Text-books for 1910-11 to be announced.]

XI. SCHOOL OF POLITICAL SCIENCE.*Professor Sikes.*

The aim of the courses in History is to secure familiarity with great movements, to show the gradual evolution of civilization, and the unity of all history. The past is studied sympathetically and comparisons made with the present.

In Political Economy the student is urged to independent thinking and thorough research. He is trained to use the Library to make researches for himself, and to form his own conclusions. Perfect independence of thought is encouraged. The subjects emphasized are practical, such as will probably be met in life.

As an aid to this work the Library is supplied with governmental reports, books and magazines bearing on such subjects.

Instruction is by text-book, lectures, parallel reading, quizzes, and written reports.

HISTORY.

COURSE 1.—Three hours a week. Tuesday, Thursday, and Friday. Fourth period. Required for B.A. and LL.B.

To enter this class a knowledge of General History is required such as may be gained from a book of 500 pages. This course is suitable for first year students.

HISTORY AND CIVILIZATION OF GREECE.—Greek Governments, Social and Intellectual Life, Empire of Alexander the Great. In alternate years Rome will be studied.

REFORMATION.—Renaissance, Power of the Papacy, Reformation in the different States of Europe, Leaders.

MODERN HISTORY.—Especial emphasis is placed on the French Revolution and the nineteenth century in Europe.

COURSE 2.—Two hours a week. Tuesday and Thursday. Second hour. Elective for B.A. Adapted to advanced students.

HISTORY OF POLITICAL PARTIES.—Formation of Parties, History of Parties in United States.

TEXT-BOOK.—Macy, History of Political Parties.

AMERICAN POLITICAL THEORIES.—Revolution, Federalism, Democracy of Jefferson and Jackson, Theory of Slavery, Calhoun and States Rights, Civil War and Reconstruction, Present Tendencies.

TEXT-BOOKS.—Merriam, Political Theories; Burgess, Reconstruction and the Constitution.

NORTH CAROLINA HISTORY.—One hour a week. Friday 5th hour. Elective for B.A. This is a lecture course that deals with the history and the government of the State—especial emphasis is placed on constitutional changes.

CONSTITUTIONAL GOVERNMENT.—Three hour a week—Monday, Wednesday and Friday. Second period. Elective for B.A. Required for LL.B. To enter this class the student should be familiar with English Political History, such familiarity as may be gained from Montgomery's Leading Facts, or any work of 300 pages. He should also know United States History—especially since 1789.

ENGLISH GOVERNMENT.—The Kingship, The House of Commons, House of Lords, Cabinet, Revenues, Education, Foreign and Domestic Policies.

TEXT-BOOK.—Lowell: Government of England.

AMERICAN GOVERNMENT.—Genesis of the Constitution, Duties of the President, Powers of Congress, Judiciary, State Governments and their Activities, Political Parties, Present Tendencies.

TEXT-BOOK.—Bryce: American Commonwealth.

POLITICAL ECONOMY.

COURSE 1.—Three hours a week. Monday, Wednesday, and Friday. First period. Required for LL.B. Elective for B.A. and B.S. Recommended to second year students. To enter this class a knowledge of General History is required.

OUTLINES OF ECONOMICS.—A study of Economic Theory, and the General Principles of the Science, such as value, rent, wages, production and distribution. Ely: Outlines of Economics.

TRUSTS AND MONOPOLIES.—Origin, growth and influence of great combinations; their economics, dangers, and methods of regulation. Clark: The Problem of Monopolies.

AGRICULTURAL ECONOMICS.—Land, labor, size of farms, land-owning, sale of farm products, tenancy, and similar problems are examined. Taylor: Agricultural Economics.

MONEY AND BANKING.—History of money, financial systems of other countries, U. S. National Banking system, kinds of money in circulation, principles of sound banking.

COURSE 2.—Two hours a week. Monday and Wednesday. 5th period. Elective for B.A. Course 1 prerequisite. This course will stress certain subjects that have been treated briefly in Course 1, such as Money and Banking, Monopoly and Trusts, Tariff and Insurance.

SOCIOLOGY.

COURSE 1.—Two hours a week. Tuesday and Thursday. 5th period. Elective. Recommended for Seniors, especially prospective students in law and the ministry.

TEXT-BOOKS.—Blackman's Sociology, and Ward's Introduction to Sociology.

XII. SCHOOL OF THE BIBLE.

Professor Cullom.

Professor Royall.

The work of this School is a part of the regular work of the College, and is in no sense a theological annex. There are four courses in the College open to students for the study of the Bible—two in English and one each in Greek and Hebrew.

THE ENGLISH BIBLE.

The text of the American Revision of the English Bible is the basis of the work in the classes of this department. Hand-books maps, and the Library are used, but always with direct reference to the text itself.

The work of the text-book is supplemented by informal lectures designed to broaden the view, to show the relation of the books to each other and to the contemporary history, and to leave a definite impression as to the unique character of the Bible as a history of God's revelation of Himself to man.

COURSE 1.—*The Old Testament*.—Three hours a week one year. Elective. The work of this class tries to accomplish four things during the year: (1) To get a *clear and consecutive view of Old Testament history*. In getting this, the story of the Hebrew race and of their institutions as told by themselves is followed from Abraham to Nehemiah as the main line of study; and along with this, the conditions and movements of other nations and countries are studied incidentally in so far as they have any bearing on the development and history of the Hebrews. (2) *The personality and the message of the several Hebrew prophets* are studied in their particular settings, and the particular conditions with which they had to deal are discussed freely as side lights to this personality and message. (3) *Hebrew poetry*. This subject is studied long enough to get an insight into the purpose and point of view of the several poetical books, and a few of the poems are studied as sample expressions of universal heart experiences. (4) *The Messianic ideal*, as a fundamental conception running through all the

books and linking them together into a unique whole, is followed and studied with as much thoroughness as the time at our disposal will permit.

Professor Cullom.

COURSE 2.—*The New Testament.*—Three hours a week for one year. Elective. The work of this class also will be divided into four sections: (1) *Introduction.*—The political, social, and religious life of the Jews for three centuries immediately preceding the Christian era will be examined with a view to preparing the student for an intelligent appreciation of New Testament conditions. (2) *The Life of Christ.*—The student is expected to acquire a consistent view at first hand of the person and teachings of Jesus as they appear in the four Gospels. (3) *The Apostolic Age.*—The beginning of Christianity as a life and as a system of teaching will be studied here as they are brought out in the Book of Acts, and in the Epistles. (4) *Exegesis* of one of Paul's epistles or the study of some other *great subject* of fundamental interest to the New Testament student. This section of our work is varied from year to year according to circumstances. The work at this point for the past session consisted of a careful study of the Book of Romans.

Professor Cullom.

THE GREEK NEW TESTAMENT.

COURSE 3.—Three hours a week. Elective. The object of the course is to enable students of classic Greek to acquire a knowledge of the New Testament idiom.

TEXT-BOOKS.—Wescott and Hort's New Testament in Greek; Burton's New Testament Moods and Tenses; Robertson's Grammar of the Greek New Testament; Thayer's Lexicon.

Professor Royall.

THE HEBREW OLD TESTAMENT.

COURSE 4.—Three hours a week. Elective for the B.A. degree in Group 3. The class is expected to master Harper's Elements of Hebrew, along with the Hebrew Method and Manual, and to acquire such facility in reading from the historical books of the Old Testament as to be able to use commentaries on the Hebrew text, and to begin the work of Hebrew exegesis.

Professor Cullom.

XIII. SCHOOL OF EDUCATION.

Professor Highsmith.

In this school an effort is made to ground the student in the fundamental principles of the science of education with the purpose of giving him a sound basis for the art of teaching and school management. As far as possible concrete illustrations of the theory are worked out in actual practice so that the student may see the relation between the science and the art. To this end the history of education is studied as the evolution of thought, with special reference to the positive and the negative value of past theories and their bearing on present problems; while psychology in its application to the schoolroom is presented as the basis of all rational method.

An arrangement has been made whereby those students of Education who desire to become teachers may do practice work in the Wake Forest Public Schools.

COURSE I.—Three hours a week. Elective.

SCHOOL ADMINISTRATION.—Courses of study, examinations, grading, records, incentives, ventilation, hygiene, duties of superintendents, of principals, of teachers, the school board in its executive and legislative functions, the decoration and equipment of school buildings, school law, the relation of the municipal, State and National governments to education.

TEXT-BOOKS.—Seeley, *New School Management*. Dutton and Snedden, *Administration of Public Education in the United States*.

COURSE 2.—Three hours a week. Elective.

EDUCATIONAL PSYCHOLOGY.—*Fall Term*. The general theory and process of mental development. The psychology of method, and the various studies and disciplines. Imitation, impulse, heredity, interest, suggestion, attention, perception, imagination, memory, conception, apperception, the feelings, the volitions, and their relations to education.

TEXT-BOOKS.—Thorndike, *Principles of Teaching*. Bagley, *The Educative Process*.

METHOD IN EDUCATION.—*Spring Term.* The principles of general method. Special methods of teaching reading, spelling, arithmetic, geography, history, grammar, and English literature in the common school.

TEXT-BOOKS.—McMurry, *Elements of General Method*. Roark, *Method in Education*.

5.

COURSE 3.—Three hours a week. Elective.

THE HISTORY OF EDUCATION.—Primitive and Oriental education. Greek and Roman education. Early Christian education and its bearing on thought and activity. The Great Teacher and the Christian Fathers. Monasticism. Mysticism and Chivalry. Scholasticism and the rise of universities. The Renaissance and Humanism. The Reformation and education. Realism in education as typified by Erasmus, Milton, Montaigne, Bacon, and Comenius. Rousseau and the naturalistic tendency in education. Pestalozzi, Froebel, Herbart, and the psychological tendency. Herbert Spencer, Huxley, and the scientific tendency. The sociological tendency. The present eclectic tendency.

TEXT-BOOKS.—Monroe, *Text-book in the History of Education*. Painter, *Great Pedagogical Essays*.

PARALLEL READING.—Rousseau, *Emile*. Froebel, *Education of Man*.

COURSE 4.—Two hours a week. Elective.

CHILD STUDY.—A course on the physical and mental development of children. It is designed to present the facts, so far as they have been scientifically ascertained, concerning the nature and development of the mind during childhood and adolescence, with special reference to the meaning of these facts to the teacher.

TEXT-BOOKS.—Kirkpatrick, *Fundamentals of Child Study*. O'Shea, *Social Development and Education*.

(This course may be taken with profit as preparatory work to Education 2, and also to Moral Philosophy, Course 1.)

COURSE 5.—Three hours a week. Elective. (Open only to Seniors and Graduate Students.)

PHILOSOPHY OF EDUCATION.—The purpose of this course is an examination of the philosophical, historical, ethical, and psychological principles which underlie a scientific theory of

education. The course embraces such topics as follow: The meaning and aim of education; evolution and idealism as bases of education; personality and environment; the individual and society; the principles of moral instruction; democracy and education; the function of the school as a social institution; the course of personal development; the course of study.

XIV. SCHOOL OF LAW.

WILLIAM L. POTEAT, M.A., LL.D., *President.*

WALTER SIKES, M.A., Ph.D., *Professor of Political Science.*

NEEDHAM Y. GULLEY, M.A., *Professor of Law, and Dean of the Department.*

EDGAR W. TIMBERLAKE, B.A., LL.B., *Professor of Law.*

ADMISSION.

The marked tendency of the age is toward thorough equipment for every profession. This is especially true in the Law. Therefore every young man intending to study law should take as thorough and complete a collegiate course as his circumstances will allow. No lawyer can succeed who can not write and speak correctly, and is not familiar with elementary mathematics.

Admission to Advanced Standing.—Applicants for admission to advanced standing as members of the second-year class must meet the educational requirements specified for admission to the first year class, and must pass satisfactory examinations on all the law work of the first year. Those having license to practice law or coming from other law schools of approved standing will be admitted without examination.

Admission as Special Students.—Applicants may, in the discretion of the Faculty, be admitted to the Law School as special students, and may elect such work as they desire, subject to the permission of the professors whose subjects are selected, but they shall not be candidates for a degree.

COURSES OF INSTRUCTION.

The courses of instruction extend through three years of nine months each. The object of the Law School is to afford a thorough training in the fundamental principles of the common law of England as modified by the statutes of the State. Instruction is carried on by the diligent study of text-books, selected cases, lectures, discussions, and quizzes.

FIRST YEAR.

COURSE 1.—Blackstone (Lewis), Domestic Relations, May's Criminal Law, Adams and Bispham on Equity, Greenleaf on Evidence, Vol. I, Crosswell on Administrators, Clark's Code of Civil Procedure, selected cases. Five hours a week throughout the year. *Professor Gulley.*

COURSE 2.—Clark on Contracts, Hopkins on Real Property, Clark on Corporations, Bigelow on Torts, Cooley's Constitutional Law, Constitution of the United States, Constitution of North Carolina, selected cases. Five hours a week throughout the year. *Professor Timberlake.*

SECOND YEAR.

COURSE 3.—Hale on Bailments and Carriers, Bigelow on Bills, Notes and Cheques, Tiffany on Sales, Bigelow on Wills, Richards on Insurance, Huffcutt on Agency, Boone on Banking, selected cases. Five hours a week throughout the year. *Professor Timberlake.*

COURSE 4.—Clark's Criminal Procedure, Shipman's Common Law Pleading, Shipman's Equity Pleading, Bryant on Code Pleading, Hughes on Federal Procedure, Womack on Corporations, Bankruptcy and Conveyancing, selected cases. Five hours a week throughout the year. *Professor Gulley.*

THIRD YEAR.

COURSE 5.—Childs on Guaranty and Suretyship, Barrows on Negligence, Sedgwick on Damages, Fraud, Libel, and Slander, Mortgages, Liens; Abbott on Municipal Corporations, Conduct of Lawsuits, selected cases. Five hours a week throughout the year. *Professor Gulley.*

COURSE 6.—Minor or Conflict of Laws, Shumaker on Partnership, Davis on International Law, Hughes on Admiralty, Shars-

wood's Legal Ethics, Howe's Civil Law, History and Evolution of Law, selected cases. Five hours a week throughout the year.
Professor Timberlake.

EXAMINATIONS.

Thorough written examinations are held when a subject is completed, and at the end of the term an examination is given on the whole work of the term.

DEGREE OF BACHELOR OF LAWS.

The degree of Bachelor of Laws (LL.B.) is conferred by the College on applicants who have successfully completed the whole work of the School of Law, together with History, Course 1, Political Economy, Course 1, and Constitutional Government. Candidates for this degree are required to prepare a thesis on some subject selected by the professors. No student is allowed to graduate except after three years of actual resident study, except in case of admission to advanced standing.

PRACTICE COURTS.

Practice courts are held on Saturday night. All students are required to attend and take part in the work. The purpose of these courts is to familiarize the students with all the details of actions, both civil and criminal, from the issuing of process to final judgment.

THE LIBRARY.

In a room adjoining the lecture room is the law library. This is open every afternoon to enable students to consult the various authorities on subjects under consideration.

EXPENSES.

Students in the Law School pay the same tuition and fees as other college students, and are entitled to the same privileges, and may, without extra charge take work in other college classes.

COURSES OF INSTRUCTION.

The courses of instruction extend through three years of nine months each. The object of the Law School is to afford a thorough training in the fundamental principles of the common law of England as modified by the statutes of the State. Instruction is carried on by the diligent study of text-books, selected cases, lectures, discussions, and quizzes.

FIRST YEAR.

COURSE 1.—Blackstone (Lewis), Domestic Relations, May's Criminal Law, Adams and Bispham on Equity, Greenleaf on Evidence, Vol. I, Croswell on Administrators, Clark's Code of Civil Procedure, selected cases. Five hours a week throughout the year. *Professor Gulley.*

COURSE 2.—Clark on Contracts, Hopkins on Real Property, Clark on Corporations, Bigelow on Torts, Cooley's Constitutional Law, Constitution of the United States, Constitution of North Carolina, selected cases. Five hours a week throughout the year. *Professor Timberlake.*

SECOND YEAR.

COURSE 3.—Hale on Bailments and Carriers, Bigelow on Bills, Notes and Cheques, Tiffany on Sales, Bigelow on Wills, Richards on Insurance, Huffcutt on Agency, Boone on Banking, selected cases. Five hours a week throughout the year. *Professor Timberlake.*

COURSE 4.—Clark's Criminal Procedure, Shipman's Common Law Pleading, Shipman's Equity Pleading, Bryant on Code Pleading, Hughes on Federal Procedure, Womack on Corporations, Bankruptcy and Conveyancing, selected cases. Five hours a week throughout the year. *Professor Gulley.*

THIRD YEAR.

COURSE 5.—Childs on Guaranty and Suretyship, Barrows on Negligence, Sedgwick on Damages, Fraud, Libel, and Slander, Mortgages, Liens; Abbott on Municipal Corporations, Conduct of Lawsuits, selected cases. Five hours a week throughout the year. *Professor Gulley.*

COURSE 6.—Minor on Conflict of Laws, Shumaker on Partnership, Davis on International Law, Hughes on Admiralty, Shars-

wood's Legal Ethics, Howe's Civil Law, History and Evolution of Law, selected cases. Five hours a week throughout the year. *Professor Timberlake.*

EXAMINATIONS.

Thorough written examinations are held when a subject is completed, and at the end of the term an examination is given on the whole work of the term.

DEGREE OF BACHELOR OF LAWS.

The degree of Bachelor of Laws (LL.B.) is conferred by the College on applicants who have successfully completed the whole work of the School of Law, together with History, Course 1, Political Economy, Course 1, and Constitutional Government. Candidates for this degree are required to prepare a thesis on some subject selected by the professors. No student is allowed to graduate except after three years of actual resident study, except in case of admission to advanced standing.

PRACTICE COURTS.

Practice courts are held on Saturday night. All students are required to attend and take part in the work. The purpose of these courts is to familiarize the students with all the details of actions, both civil and criminal, from the issuing of process to final judgment.

THE LIBRARY.

In a room adjoining the lecture room is the law library. This is open every afternoon to enable students to consult the various authorities on subjects under consideration.

EXPENSES.

Students in the Law School pay the same tuition and fees as other college students, and are entitled to the same privileges, and may, without extra charge take work in other college classes.

SUMMER LAW SCHOOL.

The summer course in Law begins on the sixth day of June, and continues till the Supreme Court examination.

The subjects taught and the mode of instruction are, as nearly as practicable, the same as those for the first year of the regular College session. Special attention is given to preparing young men for examination on the course prescribed by the Supreme Court of North Carolina.

Students completing all courses of the Summer School may be credited with five hours on the B.A. degree.

The fee for admission to all courses in the Summer School is twenty dollars, payable in advance.

Further information may be had by application to Professor Gulley.

XV. SCHOOL OF MEDICINE.

WILLIAM L. POTEAT, LL.D., *President and Professor of Biology.*

JOHN BREWER POWERS, M.A., M.D., *Acting Dean and Professor of Histology, Bacteriology, and Pathology.*

EDGAR EGINTON STEWART, M.D., *Professor of Anatomy and Pharmacology.*

*....., M.D., *Professor of Physiology and Physiological Chemistry.*

CHARLES E. BREWER, Ph.D., *Professor of Chemistry.*

JAMES L. LAKE, M.A., *Professor of Physics.*

JOHN W. NOWELL, M.A., *Instructor in Chemistry.*

INTRODUCTORY STATEMENT.

Realizing the need of economy in time and money on the part of students who contemplate the study of Medicine, Wake Forest College, in compliance with a constant and increasing demand, established the School of Medicine in May, 1902. It is generally recognized that the eight years of collegiate work required for the baccalaureate and the medical degree is frequently too severe a tax on the nervous and the financial capital of deserving students; and

* To be elected.

of late years many remedies have been suggested. The suggestion which has received the strongest support and which this department adopts is to combine the academic and the medical training in such a way as to preserve the advantages of each, and at the same time make it possible for the student to graduate with the baccalaureate degree and the medical degree in six years. This suggestion was first made practical by several of the larger universities, and the work of this school is organized according to this plan. Two years' time and expense are thus saved.

REQUIREMENTS FOR ADMISSION.

The requirements for admission to the College are set out at page 40.

No student is admitted to any of the classes of the School of Medicine until he has completed two years' work in college classes or its equivalent.

AIM AND SCOPE OF THE SCHOOL OF MEDICINE.

This department has but one claim to existence and that is the excellence of its work. Accordingly, it undertakes to teach only those branches of medicine which can be taught as thoroughly in the small village as in the large city, namely, the laboratory studies in medicine, supplying the pure science foundation of the professional course. These studies are Anatomy, Physiology, Biology, Chemistry, Physics, Pharmacology, Histology, Bacteriology, and Pathology. This work has been made much easier by the advances in the manufacture of apparatus and in the methods of preserving material, and is simply an extension, in a special direction, of scientific work which the College has done for years.

RECOGNITION OF THE WORK IN THE SCHOOL OF MEDICINE.

Certificates of recommendation for advanced standing in medical colleges are given to those students only who have completed this two year medical course and either the Bachelor of Science or the Bachelor of Arts course.

At its meeting in Atlantic City, May, 1904, the Association of American Medical Colleges, after examining the work of the School of Medicine in Wake Forest College admitted it to membership. Membership in the Association insures to our students the same recognition accorded to students from any other college. In May, 1907, this School was admitted by the Board of Regents of the University of New York to its List of Accredited Medical Colleges, in Group I, Class 3.

EQUIPMENT OF THE SCHOOL OF MEDICINE.

The School of Medicine is well equipped with suitable laboratories, apparatus, and material. The Alumni Building, constructed especially for laboratory purposes, is 65 by 80 feet, and three stories high. In it are the Anatomical, Physiological, Histological, Bacteriological, Pathological, and Biological laboratories. Beside these there are private laboratories for the professors of the above subjects. The equipment of these laboratories, both in apparatus and in material, is complete in every detail. Arrangements have been made with professors and janitors in the large hospitals and laboratories for a constant supply of microscopic material. The Anatomical and Physiological laboratories are likewise supplied with all the necessary material.

EXPENSES.

See College Expenses, page 105.

COURSES IN MEDICINE.

COURSE 1.—*Anatomy*.—Instruction in gross human anatomy extends over a period of two years. The work is divided as follows: the first six to eight weeks are devoted to the study of Osteology, preparatory to the work in dissection, which begins about the first of November. To each student is loaned a complete human skeleton, which he may keep for constant reference until the end of the session. Upon completing the work in Osteology, the work in the dissecting room is begun. Each

student is expected to make a complete dissection of the body. To this end the body is divided into five "parts." (1) Upper extremity, (2) Lower extremity, (3) Head and neck, (4) Thorax, (5) Abdomen, including perineum. To each student is assigned one of these "parts," for which he becomes responsible, and which he carefully dissects under constant guidance of the Professor of Anatomy, who attempts to instill, as far as possible, a desire for independent thought and investigation. The student is required during his first year to dissect the extremities, and may, if his time permits, work off the thorax.

The Anatomical Laboratory is located on the top floor of the new Alumni Building, and has been specially constructed for the purpose and thoroughly equipped for high-grade work. Especial pains have been taken to provide a well-lighted apartment.

During the course in Osteology the class meets four times a week for lectures, recitation and demonstration. After dissecting has begun, a minimum of eight hours a week in the Anatomical Laboratory is required of each student in addition to the four hours of classroom work which continues throughout the year. Students desiring to do extra work in the laboratory can make special arrangements to do so.

At the end of each year the student is given both written and practical examinations on the work covered during that year.

TEXT-BOOKS.—Gray's Anatomy, Cunningham's Dissector.

REFERENCE BOOKS.—Cunningham, 3d edition, Quain, Gerrish, Morris, Spalteholz, Sabotta-McMurrich.

Professor Stewart.

COURSE 2.—*Physiology*.—The course in Physiology extends from January to the succeeding Christmas. By means of this arrangement the student is given the opportunity of making considerable progress in Anatomy, Histology, Chemistry, and Physics, all of which are so important in preparing the way for a satisfactory understanding of Physiology. It is hoped, therefore, that all students who contemplate taking the work in Physiology, will arrange to take all of these other branches prior to or in conjunction with the Physiology course.

The work consists of lectures and recitations, accompanied by demonstrations before the class of experiments illustrating the important principles of Physiology. The class meets three times

a week throughout the course. From January to May the subjects taken up include the physiology of muscle and nerve, of blood and lymph, of the organs of circulation of blood and lymph, of respiration, and of digestion and secretion. During the fall term the subjects introduced include a study of heat production and regulation, reproduction, of the anatomy and physiology of the central nervous system, and finally of the anatomy and physiology of the organs of special sense.

In addition to the work outlined, during the last few months of the course each student will be given an opportunity of performing a number of experiments in the laboratory. He is expected to keep a careful record of all such experiments, and they will constitute part of the work upon which his grade is based. A new laboratory, well equipped for the performance of all important fundamental experiments in physiology, will be open to those who take this course. The final examination on physiology is held when the subject is concluded. The examination is both written and practical.

TEXT-BOOKS.—Howell: Text-books of Physiology, Third Edition.

REFERENCE BOOKS.—Tigerstedt, Kirke, Schaefer, American Text-book.

Professor Stewart.

COURSE 3.—*Biology*.—Lectures and laboratory work the same as Biology 1 (page 64).

Professor Potcat.

COURSE 4.—*Inorganic Chemistry*.—Lectures and laboratory work the same as Chemistry 1 (page 62).

Professor Brewer.

COURSE 5.—*Physics*.—Lectures and laboratory work the same as Physics 1 (page 67).

Professor Lake.

COURSE 6.—*Histology*.—This fundamental branch of Microscopy is necessarily a part of the first year's Medical Course. Two lectures, fifty minutes each, and four hours laboratory work per week are devoted to its study throughout the first year. In addition, the laboratory is always open to those who wish to devote extra time to this work. The laboratory is adequately supplied with apparatus. Each student is provided with a locker, compound microscope, and complete outfit, for which he is held responsible. The object of the course is thoroughly to familiarize the student with the method of study and appearance of normal tissue. The course is divided into

Histology proper, or a study of the tissue elements; Organology, a study of the structure of organs; and lastly, Special Senses and Nervous System. Both written and practical examinations are held during the course.

TEXT-BOOK.—Bailey's Histology.

REFERENCE BOOKS.—Böhm, Davidoff and Huber; Stöhr, edited by Lewis and Stöhr; Anatomy of Brain, by Whithead; Nervous System of Morris' Human Anatomy, by Hardesty.

Professor Powers.

COURSE 7.—*Organic Chemistry*.—Lectures and laboratory work the same as Chemistry, Course 2 (page 63).

Professor Brewer.

COURSE 8.—*Physiological Chemistry*.—Two lectures and four hours laboratory work a week for the first ten weeks of the spring term. The lectures are devoted to discussions of the chemistry of foods, of digestion and assimilation, of wastes, etc. In the laboratory is given an opportunity for experimental study of many of the topics presented in the lectures. Special attention is given to Urinalysis.

Professor *

COURSE 9.—*Pharmacology*.—The work in Pharmacology extends from January to the end of the session, and it is *strongly recommended* that it be taken only by students who have completed their work in Physiology. The work consists of lectures and recitations, accompanied from time to time by demonstrations of the action of the more important drugs upon animals. Specimens of the more common drugs will be shown to render the student familiar with their appearance. The action of all the important drugs of the Pharmacopœa will be studied in detail. Toward the end of the session special instruction in prescription writing will be given. The class meets three times a week.

TEXT-BOOKS.—Cushny: Pharmacology and Therapeutics, or The Action of Drugs (latest edition).

REFERENCE BOOKS.—Butler, Sollman, Stevens, White, and Wilcox.

Professor Stewart.

COURSE 10.—*Bacteriology*.—Three lectures, fifty minutes each, and eight hours laboratory work per week during the first

term of the second year of the Medical Course are devoted to this study. The laboratory is open at all hours to the class, and the students are required to make daily observations and keep record of the cultural characteristics of the bacteria. Each student is provided with a locker, a compound microscope, and material necessary for the study of bacteria. The course consists of (a) lectures and recitations on the history of Bacteriology, Biology of Bacteria, Infection and Immunity. (b) Lectures, recitations and laboratory demonstrations on Sterilization, Disinfection, Preparation of Culture Media, Methods of Studying Bacteria, and the bacteriological examination of water, soil and air. About forty bacteria, comprising all the important pathogenic species, are studied, and the student is required to keep a daily record of his work. At the end of the course written and practical examinations are held.

TEXT-BOOK.—General Bacteriology, Jordan.

REFERENCE BOOKS.—MacFarland, Abbott, Lehmann and Newmann, Bacteriology; Immune Serum, Wasserman; Modern Theories of Bacterial Immunity, Ernst.

Professor Powers.

COURSE 11.—*Pathology*.—Three lectures, fifty minutes each, and eight hours laboratory work per week during the second term of the second year of the Medical Course are devoted to this study. The laboratory is open at all times, and students wishing to devote extra time to this work may do so. The laboratory is adequately supplied with apparatus and pathological tissues. Each student is provided with a locker, compound microscope, and material for staining and mounting. At the end of the session each student possesses from 175 to 200 permanent tissue mounts, showing the various stages of the pathological processes. The course consists of: (a) Lectures and recitations on autopsies. (b) Lectures and demonstrations on pathological technique. (c) General Pathology. (d) Special Pathology. The student is required to stand both written and practical examinations at the end of the session.

TEXT-BOOK.—Text-book of Pathology, Delafield and Prudden.

REFERENCE BOOKS.—Principles of Pathology, Adami; General Pathology and Special Pathology, Ziegler; Manual of Pathology, Coplin; Text-book of Pathology, Steugel; Allbutt's System of Medicine; Modern Medicine, Osler; Pathological Technique, Malloy and Wright.

Professor Powers.

XVI. SCHOOL OF PHYSICAL CULTURE.

Professor Crozier.

Realizing the importance of physical education the Trustees erected in 1900 a commodious Gymnasium at a cost of \$12,000. The main floor is 50 by 80 feet, and is equipped with the usual apparatus. The lower floor contains baths, toilet-rooms, and storage rooms. The Professor is in charge of all exercises and adapts the work of each student to his individual needs. In the examinations he is assisted by the physicians of the School of Medicine. All fees for the use of Gymnasium, lockers, or keys are controlled by the Athletics Committee.

Attendance, three periods a week for three years, is required of all students, except candidates for the LL.B. degree. These are required to attend three periods a week for two years. Students are graded as in the other departments, and a failure to make the required grade will be a bar to graduation. These grades are reckoned in making up the general average.

Students admitted to advanced standing for the B.A., B.S., and LL.B. degrees, will be allowed proportional credit for attendance in the Gymnasium.

Degrees

The degrees conferred are Bachelor of Arts, Bachelor of Science, Master of Arts, and Bachelor of Laws. Candidates for each of these degrees must present the fourteen units of credit required for entrance *in addition to* the courses indicated below. No subject counted in the entrance credits may be counted in the courses specified for degrees. In case a subject which is "prescribed" for a degree is offered for entrance credit, the full number of recitations required for the degree must be made up out of the list of "electives."

Bachelor of Arts

To be entitled to the degree of Bachelor of Arts the student must have met the requirements in Physical Culture (p. 85) and have completed the following courses:

Prescribed

(Thirty-four hours.)¹

Latin I (5 hrs.)²

English I and 2 (6 hrs.)

French I (3 hrs.) or German I (3 hrs.) or Spanish I (3 hrs.) or Greek I (5 hrs.)

Mathematics I (5 hrs.)

Chemistry I (3 hrs.)

Physics I (3 hrs.)

Biology I (3 hrs.)

Philosophy I (3 hrs.)

History I (3 hrs.)

Elective

GROUP I. LETTERS.

English, 6 hours.

Language, 17 hours—Latin, Greek, Modern Languages.

¹ Thirty-six, in case Greek is taken.

² Not prescribed in case Group 2 (Civics) of Electives is taken.

Elective, 6 hours from the following subjects:

History 2 (2 hrs.)
Bible 1 (3 hrs.)
Bible 2 (3 hrs.)
Education 1 (3 hrs.)
Education 3 (3 hrs.)
Zoology (4 hrs.)
Botany (4 hrs.)
Mathematics 2 (3 hrs.)
Geology (2 hrs.)
Astronomy (3 hrs.)
Political Economy 1 (3 hrs.)
Latin 4 (2 hrs.)
Greek 4 (2 hrs.)
English 5 (2 hrs.)

GROUP 2. CIVICS.

Political Economy 1 (3 hrs.)
Political Economy 2 (2 hrs.)
History 2 (2 hrs.)
Sociology (2 hrs.)
Government (3 hrs.)
Education 3 (3 hrs.)
North Carolina History (1 hr.)
Law 1 (5 hrs.)

Elective, 15 hours from the following subjects:

Philosophy 2 (2 hrs.)
English, 3 hours.
Bible 1 (3 hrs.)
Bible 2 (3 hrs.)
Education 1 (3 hrs.)
Education 2 (3 hrs.)
Education 5 (3 hrs.)
Applied Mathematics 1 (5 hrs.)
Astronomy (3 hrs.)
Geology (2 hrs.)
Law 2 (5 hrs.)
Law 3 (5 hrs.)

GROUP 3. MINISTRY.

Bible 1 (3 hrs.)

Bible 2 (3 hrs.)

Bible 3 (3 hrs.)

English, 3 hours.

Greek 2 (3 hrs.)

Language, 3 hours.

Education 2 (3 hrs.)

Elective, 6 hours from the following subjects:

English, 3 hours.

History 2 (2 hrs.)

Sociology (2 hrs.)

Political Economy 1 (3 hrs.)

Philosophy 2 (2 hrs.)

Zoology (4 hrs.)

Botany (4 hrs.)

Geology (2 hrs.)

Astronomy (3 hrs.)

Education, 3 hours.

Bible 4 (3 hrs.)

GROUP 4. EDUCATION.

Education 1 (3 hrs.)

Education 2 (3 hrs.)

Education 3 (3 hrs.)

English, 3 hours.

Language, 3 hours.

Mathematics 2 (3 hrs.)

Elementary Physiology (1 hr.)

Elective, 9 hours from the following subjects:

Zoology (4 hrs.)

Botany (4 hrs.)

Bible, 3 hours.

North Carolina History (1 hr.)

Government (3 hrs.)

Political Economy 1 (3 hrs.)

Geology (2 hrs.)

History 2 (2 hrs.)

Astronomy (3 hrs.)

English, 3 hours.

Language 3, 6, or 9 hours

Bachelor of Science

To be entitled to the degree of Bachelor of Science the student must have met the requirements in Physical Culture (p. 85) and have completed the following courses:

Prescribed

(Thirty-three hours.)

English 1 (3 hrs.)

German 1 (3 hrs.)

French 1* (3 hrs.)

Mathematics 1 (5 hrs.)

Chemistry 1 (3 hrs.)

Chemistry 2 (4 hrs.)

Physics 1 (3 hrs.)

Biology 1 (3 hrs.)

History 1 (3 hrs.)

Philosophy 1 (3 hrs.)

Elective

GROUP I. GENERAL SCIENCE.

Language, 3 hours.

Mathematics 2 (3 hrs.)

Mathematics 3 (2 hrs.)

Political Economy 1 (3 hrs.)

Physics 2 (4 hrs.)

Zoology or Botany (4 hrs.)

Elementary Physiology (1 hr.)

Elective, 9 hours from the following subjects:

Physics 3 (4 hrs.)

Chemistry 3 (2 hrs.)

Zoology (4 hrs.)

Botany (4 hrs.)

Geology (2 hrs.)

Astronomy (3 hrs.)

Applied Mathematics 1 (5 hrs.)

Bible 1 (3 hrs.)

Bible 2 (3 hrs.)

* In Group 3 (Medicine), Latin 1 (5 hrs.) is prescribed instead of French 1.

Theses and Addresses

Except in the cases mentioned below, two theses are required of each candidate for a degree—one of not less than one thousand words, to be presented by May 1 of his Junior year; the other of not less than two thousand words, to be presented by May 1 of his Senior year. No thesis will be received later than the date specified except by special action of the Faculty and upon the payment of a fee of five dollars. The student must select the school within the scope of which he purposes to prepare his thesis, and then have the subject assigned him by the professor of that school. The subject must be reported in writing to the President on the first Wednesday in October, and may not be changed thereafter. A list of authorities consulted must be appended to the thesis. Anniversary addresses may be received as theses.

Only one thesis is required of candidates for the degree of Bachelor of Laws.

A third thesis of not less than two thousand words is required of candidates for the degree of Master of Arts.

On the third Monday in March the Faculty will select six members of the Senior Class as speakers for Commencement Day, who shall deliver addresses of not more than one thousand words in length. Of these speakers and of the editors of "The Wake Forest Student," the Senior Thesis is not required. Each speaker must submit his graduating address to the President at least ten days before Commencement Day.

At the first meeting in May, each of the Literary Societies may elect six of its members from the Senior Class, six of whom—three from each society—shall deliver original addresses of not less than seven hundred nor more than one thousand words, on the third Friday evening in October; the remaining six, on the second Friday evening in

March. These addresses may be received in place of theses. Anniversary speakers are not eligible to these positions. All addresses must be approved by the President.

Senior Theses and Senior Addresses are to be written on paper furnished by the College, and are bound and preserved in the College Library.

Bachelors of Arts and Bachelors of Science whose average grade is not less than 98, shall have inscribed in their diplomas the words *summa cum laude*; those whose average grade is less than 98 but not less than 95, shall have the words *magna cum laude*; while those whose average grade is under 95 but not under 90, shall have the words *cum laude*.

All "conditions" must be removed by April 8 of the Senior year.

Recitations and Examinations

Each student is expected to take at least fifteen recitations a week. No student may take more than eighteen recitations a week except by special permission of the Faculty. Failure to make an average monthly grade of 90 on each subject will debar him from this privilege.

All unexcused absences are marked zero. Students absent as many as three times in any calendar month from any class are required to stand in a body a special examination, limited to one hour, on the whole ground covered by the class during that month. Failure to stand any of these examinations will prevent the student from passing on the subject involved. In case a student is absent from any class more than three times in any calendar month, the fact is reported to the President, who may communicate it to the parent or the guardian of the student.

Students who make an average of less than 70 on either term's work, in subjects which continue throughout the ses-

sion, are not allowed to make up the deficiency by averaging this grade with the other term's work.

No student is allowed to represent the College in any public function, or as editor of any of the college periodicals, whose daily grade in any class is below 80, or whose unexcused absences from chapel exceed 7.

Students who fail on examination may be examined at the next regular examination on the same part of the course, and the result of the re-examination is averaged with the daily grade previously secured. No student, however, will be allowed a special examination until he shall have shown good reason for it and shall have presented to the professor the Bursar's receipt for one dollar paid to him to be turned into the Library Fund. This fee will be remitted, first, in case of students who present a physician's certificate of illness; second, in case of conflict with other college duties.

Except in the School of Law, classes are examined only at the times designated by the Faculty.

During examination no student, without permission from the instructor in charge, is allowed to sit at the same table with a member of his class, to consult any book or document, or to have communication with any person except the instructor. Examination papers are accompanied by a written pledge that no aid has been given or received.

To be entitled to a Certificate of Proficiency the student must obtain a grade of at least 75 on each study.

A course taken *in absentia* receives one half the credit of the same course taken in residence. Students taking work *in absentia* are charged a fee of \$3.00 a term for each course taken.

Reports

At the end of the first and third quarters reports upon progress in studies and upon deportment are sent to parents or guardians. These quarterly reports are not intended to indicate the precise grade of scholarship of students.

At the end of each term a report is sent to the parent or guardian of the student, showing his precise grade of scholarship and total number of absences from recitations and religious exercises.

The reports are designed to maintain communication with parents and guardians, to elicit their counsel and encouragement, and thus bring to bear practically and directly upon every student the influence of home. Prompt attention, therefore, it is hoped, will be given by parents to the suggestions contained in these reports.

Discipline

The discipline of the College is adapted and intended, not for boys, but for young men who have attained to such maturity as to enable them to exercise self-control. All students are expected to be faithful in work, prompt and regular in attendance upon all their college duties, and, in their relations with their instructors and fellow-students, to cultivate those amenities which are universally recognized among gentlemen. Profanity, gambling, and the use of intoxicating drinks will not be tolerated. Sport or exercise likely to annoy persons or injure property is forbidden.

Students wishing to go farther than four miles from the College must obtain permission from the President or his representative. Students who persist in violating this regulation will be expelled.

A student not in good standing is debarred from representing the College in any public function.

Every effort is made to develop in students the principles of true manliness and the sentiments of self-respect. To this end they are trusted and treated as gentlemen.

Young men who will not respond to this open and generous *regime*, who have formed vicious habits, or who can not restrain themselves from mischief and from annoyance to their fellow-students, will not be tolerated in the institution.

Literary Societies

There are two Literary Societies—the Philomathesian and the Euzelian. Each Society holds two meetings a week—one on Friday night for debate, the other on Saturday morning for exercises in composition and speaking and for the transaction of general business. In all these exercises the members are required to participate. The Faculty regards the Societies as important aids in the work of education and in the preservation of wholesome sentiments among the students. It would be difficult to overestimate their importance in imparting a knowledge of parliamentary law, in cultivating and directing taste for reading, and in the formation of correct habits of public speaking. Any student, after the fourteenth day from the date of his registration, on obtaining written permission of the President, may connect himself with either of these Societies, provided its membership shall be less than three-fifths of the aggregate membership of both of them.

Students are required to join one of the Societies within two months after registration, unless excused by the Faculty.

Any student expelled from either Society is dismissed from the College.

The exceptional excellence and value of these two Societies are believed to be due, in part, to the fact that no other secret societies of any kind are allowed to exist among the students. The Board of Trustees prohibit all other secret societies in the College. In May, 1907, they reaffirmed their long-settled policy in the following resolutions:

“Resolved, That it is the sense of the Board that from this time forward any student who becomes a member of any secret fraternity, local or national, other than the two Literary Societies (Euzelian and Philomathesian), whether he be initiated here or elsewhere, thereby forfeits at once his right to membership in the student body of the College.

"*Resolved*, That the Faculty be requested to take all practicable measures to ascertain the name of any student who becomes a member of such fraternity, and, on conviction, promptly send such student home.

"*Resolved*, That any student already a member of such fraternity who shall be convicted of seeking in any way or by any means to induce other students to join such fraternity, or of promoting the fraternity spirit among his fellow-students, shall be expelled."

Several Medals are offered by the Societies.

In the Philomathesian Society:

To the best orator of the Senior class.

To the best orator of the Junior class.

For the greatest improvement in oratory and debate in the Sophomore class.

For the greatest improvement in oratory and debate in the Freshman class.

In the Euzelian Society:

The Thomas Dixon, Jr., Medal, to the best orator of the Senior class.

The Thomas Dixon, Jr., Medal, for the best essay. Open to all members of both societies.

The J. L. Allen Medal, to the best debater in the Society.

For the greatest improvement in oratory and debate in the Junior class.

For the greatest improvement in oratory and debate in the Sophomore class.

For the greatest improvement in oratory and debate in the Freshman class.

Medals are offered by "The Wake Forest Student" as follows:

For the best essay.

For the best story.

For the best poem.

The Societies celebrate their anniversary on the Friday nearest the 14th of February in each year, with a joint debate in the afternoon and orations in the evening.

The Library

E. P. ELLINGTON, *Librarian.*

A. R. GALLIMORE, *Assistant Librarian.*

The Library now consists of upwards of nineteen thousand thoroughly classified and catalogued volumes and several thousand pamphlets. Additions are made regularly by the Faculty. It contains two special collections—"The James C. Maske Collection" of the Ancient Classics, and "The Skinner Library" of religious literature. In its contents, management, and usefulness the Library will compare favorably with that of any similar institution in the South. Its value is considerably enhanced by a card catalogue.

The Library contains special shelves for the library of the North Carolina Baptist Historical Society, and any books, pamphlets, church records, papers, manuscripts, minutes of associations, and other documents tending to throw light upon the history and progress of our denomination, will be gladly received and carefully preserved.

The Reading Room

The Reading Room is open every day in the forenoon and the afternoon. The officer in charge is required to preserve order. The books and pamphlets of the Library may be consulted here, and on certain conditions may be borrowed. The best current literature is regularly received. The following periodicals may be mentioned as accessible in the Reading Room:

The Atlantic Monthly,
The Century,
Harper's Monthly,
The Circle,
McClure's Magazine,
Everybody's Magazine,
The Cosmopolitan,
Current Literature,

Scribner's Magazine,
Modern Language Notes,
The American Journal of Theology,
Uncle Remus' Magazine,
Lippincott's Magazine,
The World's Work,
The Forum,
The North American Review,

The Bookman,	The Missionary Review of the
The Dial,	World,
Review of Reviews,	The Baptist Missionary Magazine,
The New England Magazine,	The Foreign Mission Journal,
The Sewanee Review,	The Missionary Herald,
The South Atlantic Quarterly,	The Popular Science Monthly,
The American Historical Review,	The Journal of the Chemical
The Edinburgh Review,	Society,
The Quarterly Review,	Popular Astronomy,
The Westminster Review,	The American Naturalist,
The Contemporary Review,	Nature,
The Fortnightly Review,	The American Lawyer,
The Nineteenth Century,	The N. C. Law Journal,
Chambers' Journal,	Physical Culture,
The Outlook,	Association Men,
The Independent,	The Sunday School Times,
The British Weekly,	The Religious Herald,
The World To-day,	The Baptist Courier,
The Nation,	The Western Recorder,
The Literary Digest,	The Baptist World,
The Saturday Evening Post,	The Baptist and Reflector,
Harper's Weekly,	The Baptist Standard,
Collier's Weekly,	Charity and Children,
Country Life,	The Biblical Recorder,
The Illustrated London News,	The South Carolina Baptist,
The Youth's Companion,	The Christian Advocate,
The National Economist,	The Word and Way,
The Manufacturers' Record,	Service,
The Political Science Quarterly,	The Standard (Chicago),
Educational Review,	The Congregationalist,
Classical Philology,	The New York Times,
The Classical Journal,	The Baltimore Sun,
School Review,	The Washington Post,
The American Journal of Phil-	The News and Observer,
ology,	The Columbia State,
The American Journal of Soci-	The Charleston News and Courier,
ology,	The Atlanta Constitution,
The Biblical World,	The Wilmington Star,
The Expositor,	The Charlotte Observer,
The Homiletic Review,	The Union Republican,
The Review and Expositor,	The Progressive Farmer,
	The Christian Index.

The Museum

The College Museum contains a considerable variety of minerals, a series of typical fossils and specimens of the chief groups of animals, besides other interesting objects. It is, therefore, a valuable aid in the teaching of the sciences. Additions are constantly being made. The students and other friends of the College are asked to help in this work.

Since the publication of the last catalogue the following persons have made contributions to the Museum, and to them the thanks of the College are due:

President W. L. Poteat.

Miss Mattie Gill.

Rev. S. A. Ives.

Instructor J. D. Ives.

Mr. M. L. Harris.

Mr. J. S. Hardaway.

Mr. T. J. Osborne.

Wake Forest Scientific Society

In December, 1890, certain students and professors of the College organized the Wake Forest Scientific Society. Its objects are to promote interest in the progress of science and to encourage original investigation. Those who are, or have been, members of the Faculty or students of the College are eligible to active membership. The regular meetings are held on the first Tuesday evening of each month of the session.

Wake Forest Alumni Association

The objects of this association are to preserve and quicken the interest of its members in their Alma Mater, to suggest improvements in the course of study, to discuss educational problems, to record the progress of the arts and sciences, and to preserve the history and influence of the College as illustrated in the lives of individual Alumni. Any former

student of the College is eligible to membership upon the recommendation of the standing committee.

The annual meeting is held at the College on Thursday evening of Commencement week, at which time a member chosen a year before delivers an oration.

The annual address for 1909 was delivered by Dr. Oscar Haywood ('82-5), New York City.

The following are the officers of the Association:

President—Hon. Thomas W. Bickett ('90).

Vice-President—Rev. George T. Watkins ('89), Goldsboro, N. C.

Secretary and Treasurer—Professor E. W. Timberlake, ('01), Wake Forest, N. C.

Local Alumni Associations have been organized at a number of points in North Carolina and other States.

Athletics

The College encourages all manly sports. Especial emphasis is placed on outdoor sports, and every student is urged to spend some part of the day in vigorous open-air exercise. For this purpose there are baseball diamonds and tennis courts. In each college year Field Day is recognized for the encouragement of track athletics. All sports and games are under the direction of the Athletic Association, a student organization. The Faculty exercises a general advisory control through its Athletics Committee.

In order to become a member, or a subordinate member, of any athletic team, a student must make application in a prescribed form to the Athletics Committee and be endorsed by that Committee. No student is eligible to appointment upon any athletic team who registers later than the first of October, or who receives remuneration in consideration of his athletic services, or whose class average falls below 80.

An athletic team may be allowed absence from the College for periods aggregating not more than five days in any one session, not including Saturdays.

Publications

The Euzelian and Philomathesian Societies publish monthly, from October to June, inclusive, a literary magazine known as "The Wake Forest Student." It is now in its twenty-third volume, and deserves the support of the friends of the College and of the Alumni in particular. Dr. J. H. Gorrell represents the Faculty in its editorial control.

"The Wake Forest Weekly" is the organ of the Athletic Association.

The Young Men's Christian Association publishes annually a manual for the convenience of students in college life.

The general student body publishes a college annual, "The Howler."

The "Bulletin of Wake Forest College" is published quarterly by the Trustees.

Religious Exercises

Religious services are held each day, and all the students are required to attend them. Students who are not in their assigned seats when the bell ceases to toll for morning prayers are marked absent. From the time of entering the chapel to the time of leaving it students are required to abstain from all irreverent behavior.

A well-organized Baptist church, Rev. Walter N. Johnson, pastor, worships every Sunday in the College chapel and holds a prayer meeting every Wednesday evening. The students are required to be present at the whole of the Sunday morning service.

In connection with the church is a well-equipped Sunday School, largely attended by the students. Professor J. H. Gorrell is the superintendent; and among the teachers are several professors of the College, who conduct Bible classes especially designed for students. A missionary society meets the first Sunday of each month.

An essential feature in the religious life of the College is the Young Men's Christian Association. It is the largest

organization among the students—two-thirds of them being actively connected with it. The purpose of the Association is to help the students to practice the truth as they learn it, to preserve their loyalty to Christ, and to win their fellows to Him. For several years the Association has made special efforts more effectively to influence the non-ministerial students. In this it has succeeded, and now the president and other principal officers come from this section of the student body. The Association assembles immediately after supper on Monday evenings for prayer meeting. These meetings are led by some student selected by the chairman of the religious meeting committee. Each year the Association sends a number of delegates to the Interstate Convention and to the Student Conference. It organizes both a Bible Study Band and a Mission Study Band. These bands are divided into classes with leaders and meet regularly once a week. The present officers are: M. E. Winston, President; J. B. Eller, Vice-President; I. S. Woodward, Recording Secretary; H. B. Conrad, Corresponding Secretary; Jno. M. Cheek, Treasurer. The Association publishes annually a manual for the convenience of students.

Ministers

There is no theological department in the College. Of the total number of students this session seventy-four are ministers.

In pursuance of the purpose of the North Carolina Baptist State Convention to provide an educated ministry for the churches which compose it, ministerial students receive assistance in several ways. They are not required to pay the tuition fee. Again, those who have been licensed to preach and are unable to command the means necessary to defray the cost of board may receive aid for this purpose from the Board of Education of the Baptist State Convention, so far as the means may be at its disposal. Professor W. R. Cullom, Corresponding Secretary of the Board of Education, Wake Forest, N. C., will give all who need it

The Professor of the Bible conducts each year a class in the study of the more prominent lines of a minister's work. The class meets once a week. Its work is not credited on the requirements for any of the college degrees, but it is believed to be of especial value to ministers, helping them to a first-hand acquaintance with the literature of the subjects taught, while it stimulates in the student the desire to attend a theological seminary.

The Baptist State Convention, in its sixtieth session at Greenville, N. C., adopted a report on education which expressed the opinion that the highest interests of ministerial students are not served by their becoming pastors of churches, and the conviction that such an arrangement is not desirable for the churches themselves. In view of this action and of the mature opinion of the Faculty in harmony therewith, students who are preparing to preach will not be allowed to be absent on ministerial duty more than one Sunday in each month, and it is strongly advised that they shall not assume the pastoral care of churches at all during their student life in the College.

Scholarships

The Board of Trustees has established forty scholarships in the academies and graded schools of North Carolina. The Faculty has adopted the following conditions upon which appointment to one of these scholarships is made:

The appointee must be a male student of the white race, of good moral character, who has made the highest grade on competitive examination conducted under the direction of the principal or other person in charge of the school entitled to the scholarship. The appointment is for one year only, but the scholar so appointed is eligible to reappointment, *provided* (1) his deportment is blameless, and (2) he has made a passing grade on each study taken the previous year, making, in the case of reappointment for a second year, a minimum average of 85 on all studies taken the first year, and, for a third year, a minimum average of 90 on the second year's work. The scholarship is not available to the same student beyond three years. In case the scholar fails of reappointment for a subsequent

College Expenses

Required of all Students—

Tuition per term of five months.....	\$25.00
Matriculation fees per term ¹	14.00
Contingent deposit ²	2.00

Special Fees—

Chemistry fee per term.....	\$ 5.00
Biology fee per term	2.00
Physics fee per term	2.50
Histology fee per term	2.50
Anatomy fee per term	7.50
Physiology fee per term	5.00
Bacteriology fee per term	2.50
Pathology fee per term	2.50
Graduation fee	5.00

A student taking more than eighteen hours of work a week is charged a fee of \$2.00 a term for each hour of additional work.

No student is allowed to enter any class without the Bursar's certificate of registration.

The charges are due in advance, registration being conditioned upon the payment of the matriculation fees and the contingent deposit. No deduction from the charges is made except in case of protracted illness.

Ministerial students and the sons of such ministers of the Gospel as live by the ministry receive free tuition. A minister who asks for the remission of this tuition fee must present his license.

¹ Additional matriculation fees of \$2.00 in the fall term and \$3.00 in the spring term will be required of all students who fail to matriculate on the first day of the terms.

² The contingent deposit is liable for any damage to College property for which students are responsible. It is returned at the end of the session, less any charges that may have been made against it. It is, therefore, not necessarily an expense, although mentioned here.

Board and Lodging

Table board can be obtained in private families at \$2.50 to \$3.00 per week. Lodging can also be obtained in private families at moderate rates.

A number of students make arrangements for club-board-ing. A steward, chosen by each club, buys supplies and keeps accounts. The services of a lady are secured to super-intend the preparation of food and to preside at the table. The price of board is thus reduced to its actual cost, which seldom exceeds \$2.00 to \$2.75 per week.

Furnished rooms, with fuel and light, in the dormitory building are rented at \$20.00 for the fall term and \$25.00 for the spring, payable in advance—one-half paid by each occupant.

To these college rooms the following regulations apply:

Rooms which are not engaged by written application to the Bursar by July 1st are considered vacant.

Vacant rooms will be assigned to the first applicant. When two or more students apply for the same room at the same time the assignment will be made by lot.

Occupants of the rooms of the Dormitory who conduct themselves in such a way as to create disorder in the building and who, by unnecessary noise, interfere with the comfort of the other occupants, will be required to vacate their rooms at once.

Occupants of rooms will be held responsible for all damage done to them and all disturbance created in them, and if they do not keep the rooms in good order they will be required to vacate them.

No student shall vacate his room until he has obtained permission from the Chairman of the Building and Grounds Committee and deposited the keys with him.

No room is rented for a shorter period than to the end of a term.

The Students' Aid Fund

The Students' Aid Fund, originating in a plan suggested by Mr. J. W. Denmark while a student here, has grown until its total funds now amount to about seventeen thousand dollars. It is being constantly augmented by contributions from generous friends as well as by the interest accruing on its loans. Hundreds of young men, many of them now filling positions of prominence and usefulness, have enjoyed its help. Not one dollar of it has ever been lost. Its purpose is to enlarge the opportunities of ambitious youth; its plan to make cash loans at five per cent interest for expenses other than tuition to worthy, non-ministerial students. During the current session forty-three students have been aided. A larger number may receive loans next session. Prospective students are invited to correspond with the treasurer, Prof. E. W. Sikes, Wake Forest, North Carolina.

Form of Bequest

Those who wish to remember the College in their wills should employ the following form:

"I give, devise, and bequeath to the Trustees of Wake Forest College, for the endowment of said college, the sum of dollars."

DAILY SCHEDULE

PERIODS.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
First. 8. 10—9. 00	Latin 1. Law 1. German 3. Political Economy 1. Education 3.	Latin 1. Law 1. German 2. Education 3. Medicine 1. Bible 2.	Latin 1. Law 1. German 1. Political Economy 1. Medicine 1.	Latin 1. Law 1. German 2. Education 3. Medicine 1. Bible 2.	Latin 1. Law 1. German 1. Political Economy 1. Medicine 1. Bible 2.
9. 00—5. 20 Chapel Services.		Latin 3.	Latin 4. Biology 2 and 3.	Latin 3.	Latin 4. Biology 2 and 3.
Second. 9. 20—10. 10	Mathematics 1. Physics 1. Spanish 1. Government English 6. Medicine 9. Law 4.	Mathematics 1. Spanish 2. English 2. Physics 2. History 2. Law 4.	Mathematics 1. Physics 1. Spanish 1. Government. Law 4.	Mathematics 1. Spanish 2. English 2. Physics 2. History 2. Law 4.	Mathematics 1. Physics 1. Spanish 1. Government. Law 4.
Third. 10. 10—11. 00	Mathematics 1. Mathematics 2. Law 2. Greek 2. French 3. Biology 1.	Mathematics 1. Mathematics 3. Law 2. Surveying 1. Bible 3. Biology 4 and 5. Chemistry 3. English 3. Biology 2 and 3.	Mathematics 1. Mathematics 2. Law 2. Greek 2. French 3. Biology 1.	Mathematics 1. Mathematics 3. Law 2. Surveying 1. Bible 3. Biology 4 and 5. Chemistry 3. English 3.	Mathematics 1. Mathematics 2. Law 2. Greek 2. French 3. Biology 1. Physics 2.

Fourth. 11.00—11.50	Mathematics 1. Law 3. Greek 1. Latin 2. Chemistry 1. Astronomy. English 4. French 1.	Mathematics 1. Law 3. Greek 1. Drawing 1. German 3. English 4. History 1. Chemistry 2. Medicine 9.	Mathematics 1. Law 3. Greek 1. Drawing 2. German 3. English 4. History 1. Chemistry 2.	Mathematics 1. Law 3. Greek 1. Latin 2. Chemistry 1. Astronomy. History 1. French 1. Medicine 9.
Fifth. 11.50—12.40	Mathematics 2. Philosophy 1. Latin 2. Medicine 2. English 1. Education 1. English 5. Political Economy 2. Law 5.	Drawing 1. Philosophy 2. Medicine 2. Sociology. English 1. Education 1. English 5. Bible 1. Law 5.	Surveying 2. Mathematics 2. Philosophy 1. Latin 2. North Carolina Hist. German 2. Law 5.	Surveying 2. Mathematics 2. Philosophy 1. Latin 2. North Carolina Hist. German 2. Law 5.
Sixth. 12.40—1.30	Latin 1. Greek 3. Medicine 10 and 11. Education 1. English 3. Law 6. Gymnasium.	Latin 1. Greek 4. Medicine 6. Education 1. Physics 3. English 1. Law 6. Gymnasium. Spanish 2.	Latin 1. Greek 4. Medicine 6. Education 1. Physics 3. English 1. Law 6. Gymnasium.	Latin 1. Greek 3. Medicine 10 and 11. Education 2. Physics 3. German 3. Law 6. Gymnasium.
Seventh. 2.30—3.20	Latin 3. English 1. Bible 1. Education 2. Gymnasium*	2.30—4.30 Period for Laboratory Work.		
Eighth. 3.20—4.10	English 2. Gymnasium.	Gymnasium.	Chem. Laboratory 1. Biolog. Laboratory 1. Phys. Laboratory 1.	Chem. Laboratory 2. Biolog. Lab. 2 and 2. Phys. Laboratory.
		Gymnasium.	Gymnasium.	Gymnasium.

*At the same time daily.

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NEW SERIES

JULY, 1910

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BULLETIN
OF
WAKE FOREST COLLEGE



MIDSUMMER NUMBER

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Culture and Democracy

Baccalaureate Address, May 20, 1910

BY PRESIDENT W. L. POTEAT

Gentlemen of the Graduating Class:

The daily paper of a leading American University reported last autumn that the father of one of the entering men presented at the registration office for execution the following legal instrument: "To whom it may concern: This is to certify that I have this day delivered to..... University one boy, marked (name given), package unbroken and contents apparently sound and in good condition, value inestimable; said party of the second part to act *in loco parentis* for a period of six years, in consideration of divers sums paid by said party of the first part at stipulated intervals, and to return at expiration of that period one bachelor of laws, duly educated and certified, and otherwise uninjured."

Whether this statement is history or invention, it represents what really passes between father and college when the son first enters college. Four years ago such a contract was tacitly made in the case of each one of you. If this College, on its part, has fallen short of its obligation at any point, it is not because it has held its contract lightly or been indifferent to you. I propose now no examination in detail to verify the conviction which I must be content merely to announce, namely, that the "inestimable packages" received four years ago are today returned to expectant parents, not only certified bachelors of arts, science, and law, but, what is vastly more worth while, men of enhanced personal worth, of heightened efficiency for the life task wherever that task may lie. Fathers and mothers receive again their own with interest.

But you are also sons of a democracy. You came up hither out of that general equality of conditions which the eminent French critic of American institutions regarded as the fundamental fact of our social situation. Will you be at home in its bosom again? Do you return to it with unimpaired sympathy and allegiance? You have been greatly distinguished from the general body of your fellows and early associates. You have enjoyed privileges which scarcely one per cent of the country's population enjoy. Your studies have been in the liberal arts, which are quite beyond the reach of the average man. Your life here has been a special life, segregated to a degree and apart from the world. Have these distinctions built up a wall betwixt you and the world of men? Has your cultivation here narrowed or widened the range of your fellowship? Do you now pass out into an aristocracy of learning with no relations with the mass of men except as members of a class to govern them? How has your democracy fared at the hands of your culture?

If I might answer my own question, I should say that this four years' domination of your life and intellectual interests by the Wake Forest spirit leaves your sympathies quickened and wider ranging; your democracy has not suffered by the illumination of your culture. Culture would come too high, if it involved the compromise of democracy. For what is democracy? In etymology it is the rule of the people. But equal participation in government, manhood suffrage, and majority rule are not democracy itself so much as the mechanism of democracy. The essence of democracy is the spirit of fraternity and justice. It cannot be deceived by disguises of precedent and tradition, of circumstance and ceremony. It counts the individual human spirit so precious and so regal that its accidents of birth and position are insignificant. It was born into the modern world in the new definition of man

in the teaching of Jesus, and its development through the Christian centuries is their shining distinction. The general struggle for freedom against despotism in all its forms has been universal and irresistible, possessing, as De Tocqueville says, all the characteristics of a divine decree. Next after religion, it is our dearest possession. We cannot afford to sacrifice it on the altar of culture.

And, yet, not a few hold that the democratic ideal is in reality imperiled by college and university education. Higher education is sometimes flatly said to be aristocratic in tendency, and the perpetual elevation of entrance requirements and standards of graduation, together with the increasing cost of it, are cited in testimony. It is said, moreover, that the now fashionable endowment of higher education by plutocrats tends to confirm, if not to extend, the aristocracy of wealth by multiplying the number of dependents and sycophants. The General Education Board is a deep-laid scheme to establish the Rockefeller dynasty forever and ever. Its dupes are too eager for pelf to recognize the plot. It is urged, again, that the pomp and ceremony of academic occasions are an inheritance from the ecclesiastical hierarchy and a reflection of the arrogance and exclusiveness of kings' courts. In a sigh of surrender Dr. Slosson insists that a dozen mortar-boards on the campus are more of a menace to democracy than a million dollar endowment from a trust magnate. Academic costume is an expression and advertisement of the academic spirit. There is yet another criticism lodged against higher education in its relation to democracy. The subjects of college study, more or less remote from the present-day occupations and interests of men, are held to foster a polite refinement of taste and manners which are more at home in the drawing-rooms of elegant leisure than in the cottages of the peasant and artisan, and if they fit for life at all, fit for the life of the limited professional class.

One could not hesitate to say that all these criticisms of college education are either baseless or extravagant. The raising of entrance requirements, for example, was the demand of the lower schools, and higher graduation standards have been the result of the assumption by the lower schools of work once classed as college work. The college course has been enlarged by so much, to the advantage of those who can take it at all, and their number has steadily increased.

The suggestion of the wholesale purchase of boards of trustees by Mephistophelian plutocrats to silence criticism, to control opinion, and to perpetuate the domination of ill-gotten wealth, is as absurd as it is odious. Those who make it do little credit either to their intelligence or to their independence.

Of academic costume it is, of course, to be remarked that it, like ordinary costume, is determined by fashion, and has no more significance for democracy than the costume requirements for special occasions outside the campus. The silk hats one sees in the processions on Pennsylvania Avenue at Presidential inaugurations—one could hardly think so many had been made the past decade by all the hat factories of the country. On such an occasion the silk hat is quite democratic. Dr. Slosson reminds one of Touchstone in the extravagant significance which he attaches to the prescriptions of college etiquette by no means universal. "Why," argues Touchstone to the simple shepherd, "if thou never wast at court, thou never sawest good manners; if thou never sawest good manners, then thy manners must be wicked; and wickedness is sin, and sin is damnation. Thou art in a parlous state, shepherd."

As to the college course of study, it has to be said that, even in the former time of its rigidity and aloofness, it had representatives in all careers, and, with the exception of teaching, it had little more relation to the learned professions than

to the unlearned. The body of knowledge which it bestowed was in great part promptly dropped in all. Only its training and general culture remained as a permanent possession. But in the past forty years the ideal of the cultivated man has undergone a genuine reconstruction. His interests are now conceived to be co-extensive with the reach of intelligence. He is no fastidious pedant. He assumes no critical airs or cynical superiority. His mark is not scholarship so much as power for service. He exhibits not so much a specific equipment as a wide-eyed, general alertness and adaptive capacity. To quote Charles W. Eliot, he is "a man of quick perceptions, broad sympathies, and wide affinities; responsive, but independent; self-reliant, but deferential; loving truth and candor, but also moderation and proportion; courageous, but gentle; not finished, but perfecting. All authorities agree that true culture is not exclusive, sectarian, or partisan, but the very opposite; that it is not to be attained in solitude, but in society; and that the best atmosphere for culture is that of a school, university, academy, or church, where many pursue together the ideals of truth, righteousness, and love."

Such an ideal of culture, it must be apparent, is in thorough harmony with the democratic ideal. And whatever may have been true of the narrow scope and rigid curriculum of the old-time college, there can be little doubt that the modern college is the most democratic of social institutions. This is especially true of the small college like ours, where conditions are simple and where intimate acquaintance throughout the student body makes recognition on other grounds than those of merit and personal worth impossible.

It ought to be added that the aim of culture and the aim of democracy are at bottom the same. It has been said that democracy can not be disentangled from an aspiration toward human perfectibility. Certainly culture is animated by the

same hope; it is a progressive movement in the same direction. The principle of democracy, said Montesquieu, is virtue. It is equally true that the finest fruit of culture is character.

And so today your Alma Mater after four years of nourishing and guidance, years of constantly deepening interest in you, gives you back to the democracy out of which you are sprung confirmed in your allegiance to its spirit and aims, and equipped to serve its ends of fraternity and justice. She enjoins upon you that you take up the social and civic responsibility which your training imposes, that you bear a part, a worthy part, in the social amelioration which is the concern and the glory of our time; that you seek to make your home, your neighborhood, your town, your State, your country, "a prosperous province of the Kingdom of God." She invokes upon every one of you the fullness of the divine benediction; she pledges you in this parting moment her unbroken interest and affection, and ventures to hope that she may prove increasingly worthy of your loyalty and devotion.

Suggestions to Teachers of Latin in Secondary Schools

BY DR. G. W. PASCHAL
Associate Professor of Latin and Greek.

For a dozen years I have taught the men sent up by the secondary schools for entrance into the first year of college Latin at Wake Forest College. I have also taught classes of beginners and of students of all degrees of preparation. This combined experience has given me the opportunity of learning what makes for success or failure in secondary instruction in this subject, and I make bold to offer to the teachers of Latin in our secondary schools the following suggestions, hoping that they may find them helpful.

As a preliminary let us frankly recognize the condition of Latin teaching in North Carolina. At least one-half of the students sent up by the high schools to college for entrance to the first year of college Latin are unprepared, so much unprepared that after a few weeks they drop out of the college classes, some of them going into preparatory classes, others quitting the study of Latin altogether, being utterly disgusted with a language which they would most certainly have loved had they received proper instruction in the beginning. Four years of moil and toil and nothing gained. It rests with the teachers in the secondary schools to correct this condition. And first let us consider

THE TEACHER.

The average teacher in our schools will have had two years of college Latin. Usually this will have been done very indifferently. He is not well equipped for his work. Let him honestly recognize this and begin to improve himself. First,

he will find it profitable to get a copy of Allen & Greenough's *New Latin Grammar*, or any other good Latin grammar, and to learn everything in it, the inflection of every word, the principal parts of every irregular verb, every rule of syntax and the Latin sentences given to illustrate them, in fact, everything from cover to cover. Then, he can begin to read Latin authors. He will read Ceasar's Commentaries entire in a well annotated edition, and as he reads he will look up every grammatical reference given in the notes. The next year he will read Cicero's Orations, the next year Virgil. From the beginning, too, he will strive to broaden his knowledge of Roman History, Literature, and Antiquities. In a few years he will gain much, and he will doubtless come to feel, as every teacher of Latin should feel, that Latin is an indispensable part of education beyond the primary grades.

BEGINNERS.

The teacher of Latin will soon learn not to expect his beginning students to have any knowledge of anything else in the world. It would be very desirable that they should know English grammar, but they will not. The time has come when, as formerly, Latin grammar is the only grammar taught in the schools. *Magnus ab integro sæclorum nascitur ordo*. So we shall not presuppose that our beginner knows anything and we shall welcome into our classes the youngest children in the school, even those no more than twelve years old. I know from experience that they can learn the language as easily as those who are older. Next, the teacher will see that his pupils are provided with a good book. I mention four, any one of which is all right: Potter. *An Elementary Latin Course* (Sanborn); Collar and Daniell. *First Year Latin* (Ginn); Bennett. *First Year Latin* (Allyn & Bacon); Inglis and Prettyman. *First Book in Latin* (Macmillan). The

teacher will find some valuable hints in the preface to whichever of these books he may adopt that he would do well to follow. Now that the teacher has his class equipped with books, he must ask for and secure recitation periods of proper length. Let no one suppose that Latin—any of the classes in preparatory Latin—can be taught properly in periods of thirty minutes daily. It can not be done. *Crede experto*. It is not done in the North with the best of teachers and well prepared students. The daily recitation periods should be not less than 45 minutes long, or better there should be two daily periods of thirty minutes each. In beginning go slowly. Be certain that the pupils get the right pronunciation, not so much from the rules of the book, as from hearing the teacher pronounce the vocabularies set for the next lesson, and from his correction of every faulty pronunciation. Be certain that every one learns the case endings and the personal endings of verbs and their significance and every word in the vocabulary. Have frequent reviews. No time will be wasted. Increase the interest of your pupils by having conversational exercises right from the first week. For that you will need to teach a few interrogative words like *quis, quid, quem, ubi, cur, quando*, perhaps before they are introduced in your text book. Using these words make questions from any of the sentences in the Latin exercise studied that day. It is wonderful to see the delightful interest your pupils will take. As every rule of syntax occurs see that it is understood and that the sentence illustrating it is learned by heart. Make also constant reviews of groups of rules, all that you have had on the ablative case, all on the dative case, etc. At the end of the year, be certain that every pupil knows the inflection of every word in the book, the meaning of every word in the book, every principle of syntax in the book, and the translation of every sentence in the exercises. And all the while to keep from deceiving

yourself about the progress of your students let them use the blackboard.

CAESAR, CICERO, VIRGIL.

Your student of Cæsar will have, if he has been properly trained, the meaning of 500 words which are constantly recurring in Cæsar, and most of the rules of grammatical structure which he will find illustrated in the text. He will now begin to feel the need of Roman history and the teacher should see that this is taught in his school and that every student of Latin takes it. In Cæsar, too, it will be necessary to go slowly at first. There are long, seemingly cumbersome sentences in Cæsar which the beginner can not handle. In preparing for the recitation the teacher should write out for himself the translation of the entire lesson to be assigned in the best, clearest English he can command. He will not finish this work without a full realization of the difficulties that will confront his students. Next, the teacher should break up the long, involved Latin sentence with its ablative-absolutes, and numerous accusatives and infinitives, and subordinate sentences, into simple sentences having their verbs in the indicative mood, and give these to his students to translate before he asks them to prepare the text at all. He will also call attention to any common rules of syntax illustrated in his simple sentences and require the students to look them up in their grammar, for by this time every student should be provided with a copy of the Latin grammar he is to use through the whole of the remainder of his Latin course. This simplified Latin will be one day's lesson, based on perhaps half a chapter. The next day he will prepare a lesson from the remaining half of the chapter in precisely the same way. The third day the text of the chapter will be read and the student trained to see how the subordinate sentences are introduced,

why some of them have their subject in the accusative case, why some have their verbs in the subjunctive mood. The students should be required to write the translation of some sentences on the board. Good, clear, idiomatic English should be insisted upon in both oral and written work. No teacher worth his salt will suffer a pupil to translate *Hi omnes inter se differunt*, "These all differ among themselves." He will insist on "All of these differ from one another." Nor will he allow *M. Messala et M. Pisone consulibus* to be turned "Messala and Piso being consuls," but will insist upon the idiomatic "In the consulship of Marcus Messala," etc., and so with a constant watchfulness that his student uses the English language in his translations and not a mere verbal paraphrase of the Latin. Then, again, the teacher will require the student to select from the meanings of a word given in the vocabulary that which is the proper English equivalent for the context. For instance, he will expect *cultu atque humanitate* to be turned "civilization and refinement" and not "culture and humanity." And out of every chapter he will assign one of the longer and more involved sentences for written translation over night, and he will try to teach his students to give the thoughts of the Latin author accurately and in good English. For all the time it should be borne in mind that learning Latin is one way—the best way—of learning to express one's self in good idiomatic English. Interest in the work will be kept up by having papers written on the Gauls, Cæsar, Camps, etc., and on having written summaries of every book, chapter by chapter, and by having individual students write out and read before the class a detailed account of some of the episodes treated by Cæsar. The work I have mentioned above to be done by the teacher as a preliminary to hearing his classes may seem to some teachers too much. If so, it can be found already done in Potter's *A New Method*

For Cæsar, bound with his beginner's book mentioned above, and also printed separately. Perhaps it would be well for many of our teachers to see that their classes are provided with this book. Even then the teacher will not attain the greatest possible success unless he goes well over every lesson in advance and does the written work I have indicated above. Prose composition should be begun at this time and one recitation a week devoted to it. Besides, a simple written exercise should be assigned every week.

Another highly important thing we must by no means omit. No student must have access to a translation. Else it will be his utter undoing. Every Latin teacher in the country will tell you this.

For Cicero and Virgil I find that I must omit details. But in all your reading do not assign longer lessons than your students can prepare, and let not the teacher go before reading some 75 or 100 lines a day dragging his pupils off their feet over bogs of Latin mystery. Let them master as they go. You may not be able to give a certificate for six books of Virgil, but the college will be better satisfied than if you had, and your men will reflect more honor upon their trainer.

I take a separate paragraph to mention what the colleges will expect of the students sent up by the secondary schools. First, they will expect them to have a knowledge of Latin grammar more extended than is to be found in any of the beginner's books. They will expect them to have each a copy of Allen and Greenough's *New Latin Grammar* or something equal to it, when they come up to the college, and will expect them to know it, to know how to pronounce Latin words, to inflect Latin nouns and adjectives and verbs, to know the comparison of adjectives and adverbs, to know the inflection and uses of all kinds of pronouns, the principal parts of all irregular verbs, and the rules of syntax and how to apply them in

turning simple English sentences into Latin. The colleges also will expect the students coming up from the secondary schools to be able to translate at sight easy Latin passages from Cæsar, Cicero, and Virgil. To give their students the ability to do these things is the task—and no little task it is—of the teachers of Latin in the secondary schools. But it can be done, and it should be done with cheerful heart, for its doing means tremendous advance in the culture and efficiency of the rising generation.

Reunion of the Class of 1875

BY PRINCIPAL JOHN E. RAY, M.A., 1875

The reunion of the class of 1875 formed an interesting feature of the recent Commencement at Wake Forest College. The history of the class is decidedly unique in several particulars. It was the largest class which went out from the college after the Civil War up to the date of its graduation, nine in number; and although *thirty-five years* have elapsed, all the members are still living—a thing which can not be said of any other class save one of more than ten years ago. And most of the classes which have graduated during the past ten years have lost one member or more. All members of the class, save one, were present at the College the day of the reunion.

All members of the class took the full A.B. degree, and two of them took the A.M., the first to take so extensive a course after the War.

The oldest member of the class—just sixty-four the day of the reunion—was the last Confederate soldier to take his diploma from the College; and he is the only one who has continued in single blessedness (?) all these years. All the class are living in North Carolina today, and all have lived here continuously these thirty-five years, except two. A brief sketch of the members of the class may be of interest and is as follows, given according to their ages:

After graduating in 1875 John Y. Phillips, of Stokes County, studied law under Hon. Richmond Pearson, completing the course and securing his license two years later. He devoted a portion of his time to the practice of the law until 1881, when he was chosen County Superintendent of Schools for his county. From 1882 to 1885 he was a member of the General Assembly of North Carolina, and in 1889-90 he was.

Register of Deeds of his county. He has devoted the later years of his life to caring for his aged parents and a widowed sister-in-law, and in looking after his large farming and milling interests.

Rev. Richard C. Sandling was born in Arkansas in 1849, and was brought to Granville County, North Carolina, in early childhood. After graduating at Wake Forest, he took charge of the Baptist churches at Hickory and Catawba, and two country churches, removing thence to Beaufort, North Carolina, where he was pastor of the Baptist church two years. Later he served churches at Swansboro and other points in Onslow County, teaching school at Swansboro for a while. He later took again the pastorate of the church at Beaufort, where he also taught until he moved to Mt. Olive, serving several country churches, and aiding in a number of protracted meetings. Since this time he has served some of the very best churches in Pender, Duplin, and Sampson counties, organizing several churches and building a number of houses of worship. He has been twice married, first to Miss Annie L. Norcom, of Beaufort, in 1876; and in 1884 to Miss Henrietta Wilson, of Mt. Olive. Three children were born of the first marriage and two of the second.

Leroy W. Bagley, soon after graduating, was elected tutor at Wake Forest College, where he taught two years. During this time he married Miss Sallie Merriam, the second daughter of Mr. John M. Brewer, and granddaughter of Dr. Samuel Wait. From this union were born three children (John Brewer, Director Textile Department of the A. & M. College, of Texas; Kate, the wife of Rev. G. T. Lumpkin, pastor Brown Memorial Church, Winston-Salem; and Samuel Wait, in business in Greensboro). In 1877 Mr. Bagley was elected principal of Vine Hill Academy, Scotland Neck, having the honor of teaching the distinguished sons of Hon. W. H.

Kitchin. After five years he went to Chowan Baptist College for women, where he was associated with John B. Brewer and Dr. R. T. Vann in the conduct of that illustrious school. Later he was induced to engage in business at Scotland Neck, but finding it distasteful, he returned to the schoolroom, organized Wake Forest Academy, and later, in 1885, was persuaded to go to Littleton, North Carolina, where he organized Littleton High School for boys, and where he has since remained, doing fine work for the education of the rising generation. It goes without saying that his wife has been his mainstay and helpmeet in all his success.

Rev. Thomas Carrick was born in Davidson County in 1850 and was brought up on a farm. He entered Wake Forest College in 1871, after having studied under Rev. J. B. Richardson some years. Upon graduating he took a course at the Southern Baptist Theological Seminary at Louisville, Kentucky. In 1877 he became pastor of the Baptist Church at Greenville, North Carolina, where he built the Memorial house of worship, and more than doubled the membership. During this time he organized a church at Pactolus and erected a house of worship for the congregation. In 1887 he removed to Lexington, North Carolina, where he was pastor of the Baptist church ten years, having charge also of two country churches, to whose membership some three hundred persons were added. Since 1897 he has lived at High Point, whence he has served town and village churches on Deep River, in South Greensboro, Green Street Church, High Point, and Leaksville, besides several country churches. In 1880 he married Miss Mary H. Baine, of High Point, of which union five children have been born.

William W. Jenkins was born and reared in Gaston County. In July, 1875, he accepted a position with the First National Bank of Charlotte, which he held until he was appointed by

President U. S. Grant postmaster of Charlotte, in which position he gave such general satisfaction that he retained it several years, serving under five administrations. He went as a delegate to the Republican National Convention in 1884, at which James G. Blaine was nominated for President. In 1889 he removed to Knoxville, Tenn., where he engaged in business several years, but was forced by failing health to retire from business, and for fifteen years he has led a quiet life upon his handsome farm near Wake Forest. In 1879 he was married to Miss Nannie S. Mangum, daughter of Mr. Priestly H. Mangum, who was one of the most honored and successful farmers near Wake Forest.

William Carey Brewer, son of John M. Brewer, of Wake Forest, and grandson of Dr. Samuel Wait, has resided at Wake Forest since finishing his course at college. For some years he devoted his time to farming and was a Justice of the Peace in his community. Since 1890 he has added to his farming a successful mercantile business in his native town. He has devoted much time to politics and has been a member of the Board of County Commissioners of Wake County a number of years, being for some time chairman of the Board. His career has been marked by the same vigorous, progressive spirit which characterized him at college. He was married to Mrs. L. M. Prince, December 20, 1876. His only living child, John M. Brewer, is associated with him in business. He lost a beautiful daughter, Katie, when she was six years old, and another child died in infancy.

M. Dalton Phillips, M.D., of Stokes County, and brother of John Y. Phillips, studied medicine immediately after finishing his course at Wake Forest and entered at once upon the practice of his profession in the vicinity where he was reared. Although he has found his profession intensely absorbing and exacting, he has taken the time to "keep up" his literary

studies and today reads his Greek New Testament with the ease of a professor of Greek. His tastes are decidedly literary, and he has written a poem, called forth by the reunion of the class five years ago, which possesses decided merit. "Amidst the most engrossing and often unpropitious environments which obtrude themselves on all of us who take part in life's activities he has striven to maintain his college idealism;" and attributes whatever success has characterized his career, "in a large measure, to the moulding influence within the precincts of his Alma Mater"; feeling that his "college idealism has enabled him to escape that fossilization of thought and feeling that is the fate of so many after they enter the arena of practical life, where false standards of a gross materialism press hard on aspirations after better things." Dr. Phillips married Miss Dalton, of Stokes, and to them have been born a large family of bright and happy children.

Hugh Reid Scott, the youngest member of the class, was born and reared in Rockingham County. After graduating he spent two years at Judge Pearson's law school, and has since devoted himself to the practice of law, residing at Wentworth from 1877 until '84, when he removed to Reidsville, where he organized the Citizens Bank, of which he was president until his resignation a year ago. On May 6, 1909, he was married to Miss Flossie W. Brewer, and they immediately left for an extended tour over the countries of Europe, spending several months abroad. Mr. Scott had very decided inclinations towards literary pursuits, but has been too much absorbed in his professional work to follow them closely. He is one of the most learned attorneys of the State and one of her best informed citizens. He "dipped into politics only long enough to get a taste of it, having served in the State Senate two years," 1881-83. He did not like it and

has since devoted himself exclusively to the law and to business, in which he has been eminently successful.

John Edwin Ray was born and reared upon a farm in Wake County. Just before graduating he was offered a teacher's position in the State School for the Blind and the Deaf, at Raleigh, and entered upon its duties Sept. 1, 1875. While teaching at the Institution he also acted as Corresponding Secretary of the Baptist State Convention, 1877-87. He organized the "Sunday School Supply Store," now the "Baptist Book Store," in 1881, and successfully conducted it, along with his other work, until he was called to serve as Superintendent of the State School for the Deaf and Blind of Colorado, whither he went in October, 1887. He most successfully conducted the affairs of that Institution until 1894, when he was unanimously elected to the position of Superintendent of the Kentucky School for the Deaf. He was recalled from that position in 1896 to take charge of the old school in which he had first taught. Those who are acquainted with the conditions of the institution over which Mr. Ray has presided, when he took charge and when he left them, can judge of the success which has attended his labors. He is now President of the Board of Missions of the Baptist State Convention, Secretary of the Board of Trustees of Meredith College, and a member of the Board of Trustees of the Thomasville Baptist Orphanage.

The Slate Loan Fund

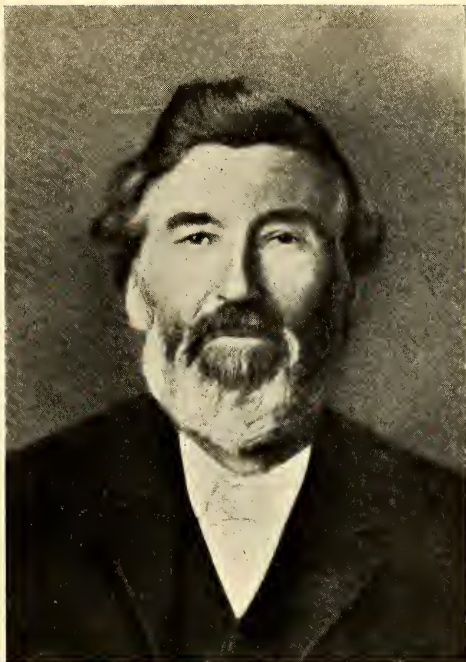
BY DR. WILLIS R. CULLOM
Chair of the Bible.

In January, 1904, Dr. Chas. E. Taylor, president at that time of Wake Forest College, received the following letter from Bro. Pinkney Oliver, of Stokes County, N. C.: "Bro. James F. Slate, of Mizpah, N. C., a good man, honest and industrious, who by hard work has accumulated a good living, wishes to deposit \$800 with the Board of Education, hoping it will work for the glory of the Master when he is gone. He first intended to give \$1,000, but owing to the fact that some of his friends are heard pressed, he concludes to drop the \$200 for the present. If he is pleased with the results of the \$800, as reported according to his conditions inclosed, he may send the other after a while."

The conditions to which Brother Oliver refers and which are signed with Brother Slate's own hand (under date of January 6, 1904) are the following:

"I hereby give to the Board of Education of the Baptist State Convention of North Carolina the sum of eight hundred dollars, to be used by them for the purpose of aiding young Baptist ministers in receiving their education at Wake Forest College. This sum and all income therefrom is to be used in accordance with the following conditions:

1. Aid in all cases from this fund is to be extended as a loan and not as a gift.
2. All loans shall be made at 4 per cent interest, said interest to begin to accrue from the date of loan, and to be paid annually to the Treasurer of the Board.
3. The borrower shall obligate himself to return the principal of loan or loans made to him within three years from the completion of his studies at Wake Forest College.



JAMES F. SLATE

4. Loans shall be made to young ministers who are really in poor circumstances and who, in the judgment of the Board, will be faithful in doing the Lord's work, and to no others.

5. That the Board of Education shall report annually to Mt. Olive Church, in Pilot Mountain Association, to whom this fund is loaned and the practical results, at least for twenty years. This last item is intended as a stimulant to others."

Along with this \$800, fifty dollars were given by Bro. J. E. Smith of the same church, for the same purpose, and with the same conditions. And so the Slate Loan Fund was begun. Several contributions to the fund have been secured since that time. A year or two ago Brother Slate sent \$200 more. On the day of his death he told his children that he had laid aside \$1,000 more which he wished to be sent to Wake Forest for this fund. Be it said to their credit that without anything at all to bind them in this matter except that sense of right and reverence planted in their hearts by lifelong contact with their godly father, they sent every dollar of this money to the fund in an incredibly short time after their father's departure from them. No more striking commentary on the life of the father could be found than this attitude on the part of his children.

Before this fund was established Mr. M. C. Treat, of Washington, Pa., had been aiding a good many young ministers at Wake Forest in times of emergency; but since the establishment of the Slate Loan Fund, so far as I know, all these cases have been cared for from this fund. A large number of men have been aided, the fund has grown to about \$2,500, and the years to come will, no doubt, show this good man to have been one of the great benefactors in the work of the Kingdom of God.

It was my privilege to visit Brother Slate's home about two years ago. Bro. Fred N. Day was with me. As we walked with Brother Slate early in the morning and looked over a

part of his fine lands, heard him tell of his struggles to get a foothold in the world, of how God had blessed his labors, and then heard him speak of his gratitude to God as he thought of all his children being earnest Christians and all settled around him and leading useful lives, I was made to think of one of the old patriarchs, and to feel in my heart that here was a man who had wrought in fellowship with God, and who, therefore, was leaving behind him something that was really worth while.

He has fallen asleep, but of him it may be said through the years to come, as was said of Abel, "He being dead yet speaketh."

Faculty Personals

Dr. Chas. E. Taylor is spending part of the vacation in New York City.

Dr. E. E. Stewart, with his family, are spending most of the summer at his former home, 123 W. 11th St., New York City.

Dr. and Mrs. J. B. Powers, Jr., spent the month of June at the home of Mrs. Powers' parents in Valdosta, Ga.

On June 15 two marriages of special interest to the college circle occurred. Secretary E. B. Earnshaw was married in the bride's home at Wake Forest, to Miss Edith Taylor, daughter of Dr. Chas. E. Taylor, and Professor James L. Lake, of the Department of Physics, to Miss Virginia Caldwell, at Upperville, Va. Mr. and Mrs. Earnshaw spent their honeymoon at Lake Toxaway and Balsam, N. C., and Mr. and Mrs. Lake at Willoughby Beach, Va.

Professors N. Y. Gulley and E. W. Timberlake, Jr., of the Department of Law, attended the annual session of the North Carolina Bar Association, held at Wrightsville Beach, June 28 to 31.

Instructor Hubert A. Jones, of the Department of Mathematics, is taking a course at the University of Chicago during the summer.

On Friday night, February 18, the Wake Forest Quartet, consisting of President Poteat, Dr. Brewer, Professors Highsmith and Lake, sang at the Second Baptist Church, Durham. The occasion was the sacred concert given in aid of the work of the building committee of that church.

Professor and Mrs. Lanneau are spending a part of the vacation at their former home, Greenville, S. C., and with their daughter, Mrs. W. R. Powell, in Savannah, Ga. The Pro-

fessor has issued in pamphlet form his lecture before Peace Institute on "Halley's Comet."

Professor J. R. Crozier, director of physical culture, is taking a special course in physical culture at Harvard University during the summer months. Mrs. Crozier and Miss Dolores Crozier are accompanying him.

Dr. W. R. Cullom has an engagement to deliver a series of four lectures on the Gospel of Matthew in the Summer School Convention of the West Chowan Association, Ahoskie, N. C., July 29 and 30.

Instructor Judson D. Ives, of the Department of Biology, accepted the appointment by the U. S. Fish Commission as investigator in the Beaufort Laboratory for the months of July and August.

After a general canvass of the county Dr. E. W. Sikes, of the chair of Political Science, was nominated for the State Senate in the Democratic primary of Wake County, June 25.

Dr. William B. Royall, Professor of Greek, spent three weeks of his vacation at Virginia Beach.

President Poteat made an address at Carthage before the Laymen's Convention of Moore County, March 2; the closing address at the Creedmoor High School, April 5, and on the evening of the same day a lecture before the Horner School, Oxford; the closing address at Dell School, April 22, and at Bunn High School, April 28; an address on the occasion of the dedication of the Baptist Church at Conway, May 8. His engagement to make the commencement address at Littleton Female College he was unable to meet on account of the illness and death of his mother, Mrs. Julia Annis Poteat, May 27. On June 6 he made an address to the pastors of the Central and Raleigh Associations on the Minister's Use of Nature. In the Southern Students' Conference at Montreat he conducted a class in Comparative Religion, May 22-26,

and made a platform address on the General Principles in the Choice of a Life Calling, May 22; at the Virginia Beach Encampment of the Baptists of Virginia, June 30, he made two addresses, "Religion in Education" and "The Biological Revolution." His address on "Religion in Education" before the Southern Baptist Convention, Baltimore, May 14, was asked to be published, and has appeared in tract form under the imprint of the Southern Baptist Sunday School Board. He attended the seventh general Convention of the Religious Education Association, at Nashville, Tenn., March 8-10.

Professor J. Henry Highsmith, of the Department of Education, made commencement addresses at the following places during April and May: Robersonville, Reed's High School; Youngsville, Forestville, Manndale, Mitchell's School, and Miss Wright's School, Pitt County. On Sunday, May 15, Professor Highsmith delivered an address before the Y. W. C. A. of the Eastern Carolina Teachers' Training School, Greenville, N. C., his subject being "Human Immortality." On June 26 he delivered the address at the Sunday School Rally in the Baptist Church, Henderson, N. C., He is engaged for the following County Institutes: June 20-July 1, Fayetteville, Cumberland County; July 11-23, Washington, Beaufort County; August 1-13, Whiteville, Columbus County; August 15-27, Wake Forest, Wake County. In the June number of the *Atlantic Journal of Education* is an article by Professor Highsmith on "A College Course in Education."

Among the Alumni

Lee B. White, B.A., received the appointment of Fellow in English at Cornell University for the coming session.

Rev. L. R. Pruett (B.A., 1887) is now Charlotte's senior pastor. For 16 years he has led the Ninth Avenue Church, which he has seen steadily grow from a tiny streamlet to a great river. In all his labors which have been abundant, there has stood at his side a woman who has been as tactful, as zealous, as wise and as gentle as the pastor of this splendid church. To the loud calls that have come to Mr. Pruett he has turned a deaf ear, and he has had his reward. We hope for this faithful pastor and his wife many more happy years in this important pastorate.—*Charity and Children.*

J. Paul Spence, M.A., 1892, Superintendent of Instruction in the Norfolk City Schools, was married on June 30 to Miss Susie Virginia Hudgins, of Berkley, Va.

Captain Robert Hall Brooks ('54-60) died in Raleigh June 14, 1910, at the age of sixty-nine. He was a son of Dr. W. T. Brooks, for a number of years a professor in Wake Forest College. Mr. Brooks served in the Confederate States Army and at the time of his death he was Superintendent of the Soldiers' Home in Raleigh.

Among the LL.B. graduates of Harvard University this year is Mr. Gilbert T. Stephenson, of Pendleton, N. C. He had previously received the Harvard M.A. His Wake Forest M.A. degree was conferred in 1904. He is taking the summer course in Law under Professors Gulley and Timberlake.

Three Wake Forest men are taking Medicine in Johns Hopkins University: Mr. Roswell E. Flack (B.A., '01) has just completed his first year; Mr. Ovid C. Foote (B.A., '08), his

second year; and Mr. Ernest L. Morgan (B.S., '07), his third year. The last two gentlemen have the distinction of holding Johns Hopkins Scholarships.

Mr. Joseph Hampton Rich (B.A., '98) has removed from Atlanta, Ga., to Winston-Salem, N. C., where he is manager of the Southern Agricultural Advertising Bureau and Publisher of the *Carrier's Messenger*. He retains his interest in the development of good roads, and will be North Carolina representative in the International Good Roads Congress at Brussels, Belgium, July 31 to August 7.

Earle B. Fowler, B.A., Professor of English in Howard College, Alabama, spent a few days at Wake Forest in June. He will attend the Summer School of the University of Chicago, looking to his doctorate.

C. T. Goode (M.A., 1906), who has successively filled the position of Superintendent of Schools at Oxford and Principal of the High School at Durham, will enter Harvard University in the autumn, to take up the special study of English.

Harvey Vann, M.A., Assistant Professor of English in Furman University, visited Wake Forest in June. He will return to Furman next session.

Hubbard F. Page, M.A., is continuing his work in English at Harvard University during the summer. He will remain at Harvard next session.

Mr. A. D. Morgan (B.S., 1909) conducted last session the laboratory work in Biology at Richmond College in addition to his medical studies in the University Medical College. He has been reappointed Assistant in Biology in Richmond College and is manager of the Richmond Hospital Dispensary.

Mr. George Alexander Norwood died at his home in Greenville, S. C., September 18, 1909. He was a student of Wake Forest College 1850-51. After four years' service in the Army of the Confederacy he resided successively at Effing-

ham, Charleston, Marion, and, since 1890, Greenville, S. C. During his residence at Charleston he was a cotton factor, at Marion and Greenville he was for twenty-five years a successful banker. He was for a number of years a trustee of Furman University and Greenville Female College. One who knew him well says that he was a wise and sympathetic giver to education and missions with a liberality known to but few. Mr. Norwood was born at Hartsville, S. C., October 23, 1831. In 1858 he was married to Miss Mary Louisa Wilkins, of Leavenworth, who with nine children survives him. Among the children of this honored man are Mr. George A. Norwood, of Goldsboro, N. C., a trustee of Wake Forest, and Mr. J. W. Norwood, a banker of Greenville, S. C., both Wake Forest men.

Mr. Green Monroe Garrison (B.A., 1903) has been elected principal of one of the city schools of Oklahoma City.

Rev. J. L. White, D.D. (M.A., 1886), on the 15th of May last, resigned the pastorate of the First Baptist Church of Greensboro, N. C., to accept the call of the First Baptist Church of Memphis, Tenn. The resignation took effect June 1st. In the two and a half years of his Greensboro pastorate Dr. White reduced the debt of the church by some \$22,000, and provided practically for the remainder, and added to the membership three hundred and two.

Mr. G. A. Peck (B.A., 1905) has for several years been the successful principal of the Pinner's Point High School, Virginia.

Rev. Griffin Stevens Jones entered Wake Forest in 1855 from Pasquotank county. He received the degree of B.A. in 1860 and the degree of M.A. in 1862. In 1861 he was ordained to the Gospel ministry at Hendersonville, which was thenceforth his home. For some years he was pastor of the Baptist church there and a teacher. He served for a period

as missionary of the American Sunday School Union. His death occurred June —, 1910, and the remains were interred in Oakdale Cemetery at Wilmington, June 8, 1910, Rev. J. H. Foster, D.D., pastor of the First Baptist Church of that city, conducting the obsequies. Mr. Jones was a loyal alumnus of the College. In the present movement for the increased endowment of the College he was one of the largest contributors.

Dr. Rufus W. Weaver, pastor of the Immanuel Baptist Church of Nashville, Tenn., made the alumni address at the late commencement of the Southern Baptist Theological Seminary. The *Baptist World* says: "The entire address will appear later in the *Review and Expositor*. Dr. Weaver is at home in Louisville, where he is greatly honored and beloved. He is being urged by his friends to use a cluster of addresses he has delivered in the last few years, of which this is one, as the basis of a book upon the title, 'The Outlook for Theology.' We feel sure that he can not stay the inevitable."

The following Wake Forest men were members of the graduating class at the Southern Baptist Theological Seminary this year: Mr. John Caldwell Calhoun Dunford (M.A., '84), who received the degree of Bachelor of Theology, Th.B.; Mr. Jesse Burton Weatherspoon (B.A., '06, M.A., '07), received the degree of Master of Theology, Th.M.; Mr. John Robert Greene (B. A., '07), Mr. Andrew Cleveland Hamby ('99, '00, '02, '03), Mr. William Dowd Poe (B.A., '06), Mr. Herman Thomas Stevens (LL.B., '08), and Mr. Ira Eli Wishart ('05-06, '06-07, '07-08), all of whom received the degree of English Graduate, Th.G.

Members of the class of 1910 are in demand as teachers. The following appointments are announced:

H. B. JONES, B.A., Lumber Bridge State High School, Principal.

J. E. HOYLE, B.A., Murphy High School, Principal.

J. J. BEST, B.A., Youngsville Graded School, Principal.

A. R. WILLIAMS, B.A., Bayleaf State High School, Wake County, Principal.

E. I. OLIVE, B.A., Lakewood Graded School, Durham, Principal.

CARL RAGLAND, B.A., Fruitland Institute, Assistant Principal.

E. R. SETTLE, B.A., Marshville State High School, Union County, Principal.

F. T. HOLDEN, B.A., Fairmont High School, West Virginia, Principal.

J. B. CLAYTON, B.A., Mars Hill College, Instructor.

ROGER P. MCCUTCHEON, B.A., Franklin, Virginia, High School, Principal.

G. C. BROWN, B.A., Houston, Virginia, Graded School, Principal.

Other appointments are:

H. W. EARLY, B.A., 1895, lately of Liberty-Piedmont High School, Aberdeen, Superintendent.

SANTFORD MARTIN, 1909, Wakelon High School, Wake County, Principal.

C. C. HOWARD, B.A., 1905, Fayetteville Graded School, Principal.

B. W. ALLEN, B.A., 1901, Vanceboro Schools, Superintendent.

Mr. K. Akiyama, a *cum laude* Bachelor of Arts of 1910, has returned to his home in Japan, where he will enter at once upon his service of one year in the national army. He became warmly attached to Wake Forest during his residence here, and his intellectual ability and personal traits won him universal esteem.

Record

Director J. Richard Crozier has greatly improved the College Gymnasium by the addition of galleries at the ends. Accordingly, the gallery now extends around three sides of the main hall. It is supported by iron rods fastened to the girders overhead.

There was an unprecedented epidemic of grippe in the College the past winter. Dr. Powers thinks that as many as two hundred cases were treated in the College. They came for the most part in the month of February. Two severe cases of pneumonia were conducted to recovery.

The Treasurer and the President of the College made certificate, March 31, 1910, to the General Education Board that the total collections on the New Endowment Fund since the last certificate a year before were \$14,857.40. The Treasurer of that Board sent his check to President Poteat on April 8, 1910, for \$4,952.47, its pro rata contribution to the Endowment Fund, making the total addition for the past year—March 20, 1909, to March 31, 1910—\$19,809.87. This amount added to previously reported collections carries the whole sum collected on the New Endowment to March 31, 1910, to \$59,952.78. It will be remembered that the limit agreed upon for the collection of the subscriptions on this Fund is December 31, 1910. And so the larger part of the \$150,000, which we set out to raise is yet to be collected in the few months which remain. All our friends will have to pull hard and pull together to achieve success in such a situation. Subscribers are urged to use their best endeavors to meet their notes as they fall due.

On the 4th of March Miss Lyon, Professor of Science in Peace Institute, Raleigh, N. C., brought out to Wake Forest her class in Astronomy numbering ten young ladies for the

purpose of taking advantage of the College Observatory under the guidance of Professor Lanneau. The evening was not favorable for the observation of Halley's comet, but the visitors made a study of Saturn, Jupiter and its satellites, a star cluster in Perseus, and the great nebula in Orion. Besides, the Professor gave the ladies an informal lecture on the orbit of the comet and demonstrated his ingenious apparatus which he has called the Cosmoid, explaining incidentally how Peary was able to tell when he had reached the North Pole.

Dr. W. M. Vines, pastor of the First Baptist Church of Asheville, preached twice a day in the College, beginning January 24th and closing January 30th. He made friends and admirers of all who heard him, and his preaching had an important influence in quickening the religious life of the institution.

Mr. Hannibal A. Williams gave at the expense of the College two presentations of Shakespeare—Henry IV and Othello—on the evenings of February 23d and 24th.

It will be seen in the current Catalogue that the courses of study leading to the B.A. and B.S. degrees have been reorganized. To quote from the annual report of the President of the College:

"The essential features of the new scheme of studies are two: (1) There are certain subjects which are of universal human interest, as opposed to special, vocational interest. Such subjects must be required of all students. (2) Among the other subjects of study, legitimate and numerous as they are, choice must be allowed, but the choice must be controlled and directed into channels which pass without break into the student's life career. Accordingly, the first two years of the college course are prescribed for all applicants for the B.A. degree. The work of these two years recognizes with due respect the honorable B.A. tradition. The work of the remain-

ing two years consists of elective subjects in four groups each of which without loss of culture value, is characterized by its relation to a career in life, namely, Letters, Civics (business or law), Ministry, and Education. It will be observed that the student's election is not indiscriminate among many unrelated subjects, but rather directed among the groups of electives. The same may be said, in general, of the Bachelor of Science degree, which is co-ordinate with the B.A. degree. The groups of electives for that degree are—General Science, Engineering, and Medicine. No change is made in the requirements for the Bachelor of Laws degree, covering, as heretofore, three years of prescribed work."

On the evening of April 7, Miss Reed, Miss Day, and Miss Futrell, of the Faculty of Meredith College School of Music, gave a most delightful recital in the College Auditorium.

The second inter-collegiate debate between Wake Forest and Davidson was held at Greensboro on Easter Monday. Wake Forest was represented by Mr. H. B. Jones and Mr. J. B. Eller, both of the Euzelian Society. Mr. Eller, alternate, took the place of Mr. C. C. Wheeler, Phi., who was prevented from speaking by a protracted illness. The query was: "*Resolved*, That the Legislative Initiative and Referendum Should Be Introduced Into Our State Governments." Wake Forest supported the affirmative, Davidson the negative. The decision was in favor of Davidson.

Dr. Charles W. Stiles, of the United States Public Health and Marine Hospital Service, lectured in the College Auditorium, March 18, on the hookworm.

Rev. Baylus Cade, of Shelby, made three interesting and helpful addresses in the College Chapel on April 17. His subject was "Miracle in Christianity."

The following was the programme of Spring Senior Speaking, March 29, 1910:

- W. B. DANIEL: "The South Regaining Her Prestige."
 B. G. MITCHELL: "Conservation: The New Patriotism."
 R. E. BRICKHOUSE: "The Dreamer."
 F. T. COLLINS: "Sympathy: The Passion of Democracy."
 J. L. JENKINS: "With the Muse of North Carolina's History."
 E. R. SETTLE: "Selfishness vs. Service."

The session of the Summer Law School opened June 6, Professors Gulley and Timberlake conducting it. At present writing thirty-six students are enrolled with prospect of others entering. This is the largest enrollment in the history of the Summer School. Besides Wake Forest College the following institutions are represented on the list: The University of North Carolina, Trinity College, William and Mary, Harvard, University of Pennsylvania, Atlantic Christian College, and Virginia Polytechnic Institute. The work will continue until the Supreme Court examination on the last Monday in August.

The following is the record of the College Baseball Team for the past season:

SCORES OF BASEBALL GAMES PLAYED AT HOME.

March 25.	Delaware College.....	2	Wake Forest.....	7
March 26.	Delaware College.....	0	Wake Forest.....	5
March 30.	Trinity College.....	2	Wake Forest.....	5
April 7.	Guilford College.....	1	Wake Forest.....	3
April 9.	A. & M. College.....	4	Wake Forest.....	2
May 3.	Eastern College.....	0	Wake Forest.....	9

SCORES OF BASEBALL GAMES PLAYED ABROAD.

March 28.	A. & M. College.....	8	Wake Forest.....	2
April 18.	Trinity College.....	6	Wake Forest.....	4
April 19.	Guilford College.....	12	Wake Forest.....	2
April 22.	University of South Carolina..	14	Wake Forest.....	6
April 23.	Trinity College.....	1	Wake Forest.....	5
April 29.	University of North Carolina..	1	Wake Forest.....	0
April 30.	University of North Carolina..	1	Wake Forest.....	2

The Literary Societies held their regular anniversary celebration on February 11, with G. H. Johnson, Phi., as President, and Dee Carrick, Eu., as Secretary. The debaters were: E. N. Johnson, Phi., and Julius C. Smith, Eu., of the affirmative; H. B. Jones, Eu., and S. C. Hilliard, Phi., of the nega-

tive. Query: "*Resolved*, That Congress Should Enact an Income Tax Law." The orators were: John J. Best, Phi., and W. Ross Hill, Eu.

The College Library was greatly enriched by the receipt on June 1 from Mrs. Temple Battle Alsop of the library of her husband, the late S. S. Alsop, Esq., of Enfield, N. C. It consists of 1100 volumes. Of these 130 are law books. Among them are "A Collection of All the Acts of Assembly of the Province of North Carolina," 2 volumes bound in one, New Bern, printed by James Davis, 1765; and "Laws of the State of North Carolina," by James Iredell, Edenton, 1791; besides a number of first editions of Haywood's Reports and other early North Carolina Reports. The remainder of the library, containing nearly 1000 volumes, is especially rich in Americana, Travels, and early and rare editions of English authors. There is a valuable collection relating to North Carolina history which contains such books as an autographic copy of Caruthers' "Old North State in 1776," and Tarleton's "Campaigning in America," quoted by English booksellers at £10 (\$50.00). There is a set of the "Paston Letters," a copy of Fielding's works with Cruikshank's illustrations, "The Charleston Book" (1845), etc. It is evidently the collection of a man who loved books and who had a fine sense of discrimination in selecting them. Wake Forest College is greatly indebted to Mrs. Alsop for this important gift and warmly appreciates her generosity and practical interest.

The Directors of the *Biblical Recorder* have generously presented to the College Library twelve bound volumes of the *Religious Herald*, of Richmond, Va., including the issues from 1866 to 1889; also eight bound volumes of the *Biblical Recorder* supplementing the invaluable set already in the possession of the Library.

The following abstract of an address at Chapel by Dr. John B. Powers, Jr., May 7, 1910, was distributed:

TUBERCULOSIS.

1. *Definition.* A communicable disease, usually chronic, characterized by nodular growths (*tubercles*) in the lungs and other organs. This includes not only pulmonary tuberculosis (*consumption*), but also tuberculosis of skin (*lupus*), *white swelling* of the knee and other joints, and the so-called *scrofula* of glands, etc.

2. *Cause.* Those who live under bad sanitary conditions—lack of fresh air and sunshine—those in bad health from other diseases, and children who inherit from their parents a ‘weakness’ for this disease (it is rarely inherited) are most liable to contract tuberculosis. It is caused by a minute vegetable organism which lives as a parasite in the bodies of men and of certain animals—and is contained in the sputum (*spit*) and discharges from tuberculous sores of those afflicted with this disease.

3. *Frequency.* One-third of all who die between fifteen and forty-five die of tuberculosis. Sixty-five deaths from tuberculosis in Raleigh alone every year. The cost to this country is enormous, running up into millions of dollars.

4. *Medium of Transmission* from one person to another is usually the air in which, in the form of dust, the germ is breathed into the lungs.

5. *Prevention.* Sunlight and fresh air kill the germ as do fire, boiling water, and certain chemical substances. Discharges from a consumptive should be received into a suitable vessel and treated with one of these agents. When coughing a handkerchief should be held in front of face.

6. *Treatment.* Consumption is curable in a large percentage of cases if taken in time, and on its early recognition

rests the hope of its cure. Rest, plenty of fresh air, and good food are the essential elements of the treatment.

The more important items in the action of the Board of Trustees at their annual session at the commencement were the following: (1) The increase of the salaries of the members of the Faculty; (2) Provision for the election of two additional members of the Faculty, namely an associate Professor of English Language and a Professor of Physiology and Physiological Chemistry; (3) Appropriation to bring the equipment of the Physiology Laboratory up to the standard of the other laboratories of the Department of Medicine; (4) Request that Professor J. B. Carlyle give all his time up to the close of the year to the collection of the subscriptions to the new endowment fund.

The Carnegie Foundation issued about the middle of June its important Bulletin on "Medical Education in the United States and Canada." The report is searching and full, always frank, severe upon occasion. It is in every case based upon a visit of inspection by an expert of the Foundation. The entire report on the Wake Forest College School of Medicine will be read by our friends with pleasure:

"Wake Forest: Population, 900.

(3) Wake Forest College School of Medicine. A half-school. Organized 1902. An integral part of Wake Forest College.

Entrance Requirement: Two years of college work, actually enforced, but resting upon the irregular secondary school education characteristic of the section.

Attendance: 53.

Teaching Staff: Six whole-time instructors take part in the work of the department; two of them devote their entire time to medical instruction.

Resources Available for Maintenance: The budget is part of the college budget. Fees amount to \$2,225.

Laboratory Facilities: The laboratories of this little school are, as far as they go, models in their way. Everything about them indicates intelligence and earnestness. The dissecting-room is clean and odorless, the bodies undergoing dissection being cared for in the most approved modern manner. Separate laboratories, properly equipped, are provided for ordinary undergraduate work in bacteriology, pathology, and histology, and the instructor has a private laboratory besides. Chemistry is taught in the well equipped college laboratory; physiology is slight*; there is no pharmacology. There is a small museum; animals, charts, and books are provided.

Date of Visit: February, 1909."

In connection with the above report the following extract from a personal letter of a distinguished physician in close touch with the Council on Medical Education of the American Medical Association will be of interest:

"I can not but feel that if the ability of the teaching force and the equipment of the Medical Department were more generally known throughout this and other Southern States especially, the attendance would be much larger in this department."

*See item (3) in the statement of the action of the Trustees, page 185.

Commencement, 1910

Commencement opened Wednesday evening, May 18, with the Baccalaureate sermon by Rev. George W. Truett, D.D., of Dallas, Texas, who preached from the text, "We would see Jesus." *John 12:21*.

The annual literary address was made Thursday morning by Dr. Truett, his subject being "The Force of Lives With Right Convictions."

The medals awarded by the Philomathesian Society were presented by Dr. J. Rufus Hunter, of Raleigh.

The Freshmen Improvement Medal to F. K. Pool.

The Sophomore Improvement Medal to A. R. Allen.

The Junior Orator's Medal to J. A. Ellis.

The Senior Orator's Medal to E. T. Olive.

The Euzelian Society Medals were presented by Rev. M. L. Kesler:

The Freshman Improvement Medal to W. M. Scruggs.

The Sophomore Orator's Medal to W. G. Privett.

The Junior Orator's Medal to J. P. Tucker.

The Thomas Dixon Senior Orator's Medal to H. B. Jones.

The J. L. Allen Medal to Dee Carrick.

Medals open to the general student body were presented by President Poteat:

The Thomas Dixon Essay Medal to R. P. McCutcheon.

The *Wake Forest Student* Fiction Medal to R. P. McCutcheon.

The *Wake Forest Student* Essay Medal to A. D. Gore.

At half-past three o'clock, Class Day exercises were held in Memorial Hall:

President—E. T. Olive.

Poet—E. N. Johnson.

Secretary—T. D. Collins.

Orator—W. E. Marshall.

Historian—A. B. Ray.

Executor—P. V. Critcher.

Prophet—J. L. Jenkins.

Mr. John A. Oates, of Fayetteville, N. C., delivered the annual address before the Alumni Association on Thursday evening at 8 o'clock, his subject being "The Task of Wake Forest."

After Mr. Oates's address, the Association adjourning to the Gymnasium was called to order by Vice-President G. T. Watkins for the transaction of business. The following officers for the coming year were elected:

Hon. M. L. Davis, Beaufort, N. C., President; J. M. Brewer, Esq., Wake Forest, N. C., Vice-President; E. W. Timberlake, Jr., Wake Forest, N. C., Secretary and Treasurer; Hon. E. Y. Webb, Shelby, N. C., orator for 1911, with Hon. Stephen McIntyre, of Lumberton, N. C., as alternate.

Officers of the Wake Forest Alumni Athletic Association were elected as follows: T. Edgar Cheek, Esq., Durham, President; R. B. Powell, Wake Forest, Graduate Manager; Executive Committee, R. B. Powell, J. M. Brewer, J. G. Mills, S. P. Holding, W. B. Dunn, Jr., J. C. Caddell, Jr., W. M. Dickson.

After the election of officers, addresses were delivered as follows: "The Endowment," by Professor J. B. Carlyle, "Relation of Alumni and College," by G. E. Lineberry; "Athletics," by Dr. C. E. Brewer and R. B. Powell; "Class 1910," by J. J. Best; "Class 1875," by Jno. E. Ray, Esq. An interesting feature of the occasion was the reunion of the Class of 1875, numbering nine, all of whom are now living, and seven of whom were present at the meeting of the Association.

At the conclusion of the above addresses, a general social gathering was held, with refreshments served under the direction of Professor Timberlake, the Secretary, assisted by Mrs. D. S. Vann.

The graduating exercises of the college were held at eleven o'clock A. M. Friday, May 20. After the invocation by Rev. J. W. Lynch, D.D. Orations were delivered by members of the graduating class as follows:

Dee Carrick, Guilford County, N. C.—“The Martyr Carmack.”

E. T. Olive, Cumberland County, N. C.—“The Western Pioneer.”

H. B. Jones, Union County, N. C.—“Political Insurgency.”

A. R. Williams, Davidson County, N. C.—“The Saxon Ideal of Popular Government.”

E. N. Johnson, Sampson County, N. C.—“The Rise of the Sunburnt Boy.”

F. T. Collins, Robeson County, N. C.—“The Passing of the Old Guard.”

The A. D. Ward Medal for the best oration was awarded to Mr. F. T. Collins. The judges were Rev. W. T. Chambliss, Wadesboro; Mr. J. H. Tucker, Asheville, and Rev. J. A. Campbell, of Buie's Creek.

The following degrees were conferred by the President:

MASTER OF ARTS.

J. M. Adams.

C. T. Bell.

A. R. Gallimore.

W. B. Hampton.

E. D. Poe.

R. B. Pearson.

BACHELOR OF ARTS.

K. Akiyama.

W. C. Allen, Jr.

J. J. Best.

R. E. Brickhouse.

J. M. Broughton, Jr.

D. A. Brown.

G. C. Brown.

Dee Carrick.

R. E. Clark.

J. B. Clayton.

F. T. Collins.

T. D. Collins.

A. B. Combs.

C. D. Creasman.

P. V. Critcher.

W. B. Daniel, Jr.

C. W. Davis.

W. C. Duffy.

O. V. Hamrick.	H. B. Jones.	R. O. Rodwell.
W. R. Hill.	R. P. McCutcheon.	P. G. Sawyer.
F. T. Holden.	W. E. Marshall.	E. R. Settle.
J. E. Hoyle.	B. G. Mitchell.	R. H. Shanks.
J. L. Jenkins.	E. I. Olive.	C. R. Singletary.
E. N. Johnson.	J. G. Prevette.	W. E. West.
G. H. Johnson.	Carl Ragland.	A. R. Williams.
	A. B. Ray.	

BACHELOR OF SCIENCE.

C. E. Cheek.	C. T. Vernon.
R. F. Elvington.	R. L. Wall.

BACHELOR OF LAWS.

C. T. Bell.	P. W. Gay.	P. E. Powell.
S. W. Brewer.	H. D. Geiger.	J. M. Prevette.
F. T. Collins.	W. B. Hampton.	J. R. Stewart.
F. Edwards.	C. L. Hardy.	L. L. Tilley.
R. E. Forehand.	R. C. Josey.	T. C. White.
	J. E. Kinlaw.	

Members of the Graduating Class submitted theses as follows:

- J. M. Adams, Wake: City Considerations.
 K. Akiyama, Tochigi, Japan: The Reconstruction of Korea.
 W. C. Allen, Jr., Haywood: Drainage in Eastern North Carolina.
 C. T. Bell, Carteret: Government by Injunction and the Labor Unions.
 C. T. Bell, Carteret: The Inefficiency of the Merchant Marine.
 J. J. Best, Duplin: Agriculture; The New Birth.
 R. E. Brickhouse, Tyrrell: The Dreamer.
 D. A. Brown, Kershaw, S. C.: America's Great Educational Reform.
 G. C. Brown, Madison: Stonewall Jackson, the Christian Soldier.
 S. W. Brewer, Wake: The Life of Dr. William Royall.
 C. E. Cheek, Alamance: Typhoid Fever.
 R. E. Clark, Chatham: The Power of Woman.
 J. B. Clayton, Transylvania: The Hope of the New South.
 F. T. Collins, Robeson: Sympathy, the Passion of Democracy.
 T. D. Collins, Randolph: The Maccabean Family.
 A. B. Combs, Louisville, Ky.: The Personal Traits of Character of the Homeric Heroes.
 P. V. Critcher, Martin: The Cheapness of Human Life in America.
 W. B. Daniel, Jr., Vance: The South Regaining Its Prestige.
 C. W. Davis, Carteret: Astronomers of the "First Magnitude."
 W. C. Duffy, Manning, S. C.: Some Recent Views on Heredity.
 Franklin Edwards, Franklin, Va.: Poverty and Pauperism.
 R. F. Elvington, Marion, S. C.: Antitoxins.
 R. E. Forehand, Chowan: The Indian Tribes of Eastern North Carolina.

- A. R. Gallimore, Davidson: The Library and its Relation to Education.
P. W. Gay, Northampton: The Modern Bank.
H. D. Geiger, Apopka, Fla.: The Prohibition Movement.
W. B. Hampton, Surry: The Blending of the Sections.
W. B. Hampton, Surry: Alexander Hamilton, the King-maker of America.
O. V. Hamrick, Cleveland: Crime; Its Causes and Prevention.
C. L. Hardy, Tucson, Ariz.: The Uniqueness of the Judicial System of Arizona.
F. T. Holden, Barbour, W. Va.: Industrial History of Tygart's Valley, West Virginia.
J. E. Hoyle, Wake: The Function of the School in the Teaching of Patriotism.
G. H. Johnson, Robeson: Conflict of Christianity with the Roman Empire.
R. C. Josey, Jr.: Zebulon B. Vance.
J. E. Kinlaw, Robeson: The Origin and Growth of the Admiralty Law.
R. L. McMillan, Scotland: The Short Story and the Novel.
W. E. Marshall, Wake: Don Quixote and Its Influence on Spanish Literature.
B. G. Mitchell, Franklin: Conservation, the New Patriotism.
R. B. Pearson, Rockingham: Rural Progress.
P. E. Powell, Volusia, Fla.: The Origin and Growth of the Law of Common Carriers.
J. G. Prevette, Wilkes: College Athletics.
J. M. Prevette, Wilkes: Ancient Government.
A. B. Ray, Rockingham: Halley's Comet—The Celestial Visitant of the Centuries.
R. O. Rodwell, Warren: The Status of the North Carolina Farm.
P. G. Sawyer, Pasquotank: The Inland Waterway Proposition.
E. R. Settle, Wilkes: Selfishness vs. Service.
R. H. Shanks, Vance: Rural Education.
C. R. Singletary, Robeson: The Political Status of the Croatan Indian.
J. R. Stewart, Davie: State Control of Public Service Corporations.
L. L. Tilley, Durham: Injunction for the Prevention of Strikes.
C. T. Vernon, Person: The School's Function in the Prevention of Tuberculosis.
R. L. Wall, Davidson: Bacterial Benefits to Farmers.
W. E. West, Norfolk, Va.: The Growth of the Democratic Ideal.
T. C. White, Alexander: The Validity of Foreign Marriage.

The session formally closed with President Poteat's Baccalaureate address, which is printed elsewhere in this Bulletin. The benediction was pronounced by Rev. William Henry Sledge ('94), of Louisville, Ky.

Announcements

The new session will open on Tuesday, September 6th. All students are expected to register on that day. Those who for any reason ask to be registered on any subsequent day of the fall term will be charged an extra fee of two dollars. The matriculation fees, aggregating \$16, must be paid by every student at the time of his matriculation. The settlement of the tuition for the fall term (\$25) can not be delayed beyond the 1st of October.

Students who will enter in September for the first time, in case they come from approved high schools, should apply for certificates for admission. The principals under whom they have studied will be pleased to fill them out in detail and forward them to the Secretary of the College before the opening of the session. The Secretary will take pleasure in complying with requests for these forms.

Students who seek admission to the College without certificates will be examined on Wednesday, September 7. A special fee of one dollar will be required for an entrance examination on a later date. The 29th of October and the first day of the final fall examination period are the dates set for the removal of entrance conditions.

The Students Aid Fund is ready to assist worthy and needy young men who are not ministers. Application for a loan from that fund may be made directly to Dr. E. W. Sikes, Treasurer, Wake Forest, N. C.

Two new professors are to be added to the faculty—an associate professor of English and a professor of Physiology, the first to be appointed before the opening of the session in

September, the last to begin work with the opening of the spring term.

The North Carolina Baptist Sunday School Assembly will be held August 8-12 at Wake Forest, and on the following week, August 15-27, Professor J. Henry Highsmith, of our Department of Education, will conduct the Wake County Institute for the public school teachers in the College buildings.

Young ministers who need the assistance of the Board of Education of the Baptist State Convention should write Dr. W. R. Cullom, Wake Forest, N. C.

NEW SERIES

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A College Course in Education *

BY J. HENRY HIGHSMITH

Professor of Education in Wake Forest College.

What should constitute a college course in education? Judging from the courses outlined in the catalogues of twenty or more colleges and universities which offer courses in education, there is absolutely no uniformity of opinion as to what a college course in education ought to be. There is no agreement as to scope or content of the work of a Department of Education. The only thing, apparently, that professors of education are agreed about is that there shall be a course in the history of education, even though it be called "Educational Doctrine Past and Present," or "Development of Educational Ideals."

School administration, or school management, is given as a course in nearly all the departments of education, and educational psychology is usually included in the courses offered. As to "Principles of Education," it is impossible to tell what is included under this head by our college professors. Every professor who gives a course in principles of education has his own set of principles to set forth. Each man puts his own interpretation upon the word, "principles."

Another criticism that can legitimately be made of our college courses in education, or rather of the work of the professor in charge is, it seems to me, that of extensive, rather than of intensive work. In a great many cases too many things are undertaken. For example, in a small college in one of our Western States, where the teaching is done by one man, an instructor, courses are offered in his-

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tory of education, philosophy of education, principles of teaching, genetic psychology, animal psychology, mental development in the race, study of play in animals and man and its bearing on education, educational classics, and research work in psychology and education. Instead of giving some practical work in school management or school administration, methods of teaching, or the laws of the State, time is taken up with animal psychology, or the study of play in animals and man. Such work, it occurs to me, is rather playing at education.

Again, there may be over-emphasis upon one subject, as is the case in a college in New England where three of the four courses are devoted to history of education.

Seeing, then, that there is such wide diversity of opinion and practice, and in view of the fact that many institutions are just now establishing departments of education, let us suggest an answer to the question proposed, What Should Constitute a College Course in Education?

A college course in education should be so planned as to minister to three classes of students, for, when, as in the case of the writer, work in the department of education is wholly elective (the same would be true, no doubt, where the work is required), these three classes of students will be found in the department:

1. Those who don't expect to teach, but want an elective course, not too hard, not too technical, and fairly interesting. The most of these students expect to be doctors, law-years, preachers, and business men.

2. Those who expect to take up the profession of teaching.

3. Those who are definitely interested in the general subject of education, and want a cultural course if it can be had in the department of education.

What can be done to meet the demands and needs of these three classes of students?

I. In a course which may be called school administration, it is possible and proper to include more subjects of a general nature, yet vital to education, than anywhere else in the courses in education. This course in administration will include qualifications and duties of superintendent, principal, and teacher; course of study, ventilation, hygiene, examinations, grading, functions of the school board, equipment and decoration of school buildings, school law of the State, taxation, and the relation of the municipal, State, and national governments to education. In this course practical, current, educational problems are discussed. Some of these students will later become members of school boards, be elected to serve on finance committees, purchasing committees, and the like, and they ought therefore to know something about technical education, that they may perform their duties intelligently.

The question of money for schools affects every citizen, and certainly every college trained citizen ought to know something about taxation for school purposes. In other words, build up an apperceptive basis in the minds of these future citizens (leaders of society, indeed), that shall serve as a guide in future situations.

II. The second college course should be planned to meet the needs of those students who expect to teach. This course includes educational psychology and methods of presenting the various school subjects. The educational psychology will include the general theory and process of mental development, the psychology of method, and the various studies and disciplines. Imitation, impulse, heredity, interest, suggestion, attention, perception, imagination, memory, conception, apperception, the feelings, the voli-

tions, and their relations to education. These topics (though not in this order) will be discussed.

Upon this groundwork of practical psychology there should be built up the principles of general method, and special methods of teaching reading, spelling, arithmetic, history, geography, grammar, and English literature.

This course should be very practical, and to that end each student should be required to do some practice teaching. The writer arranges with the public school authorities of the community for such practice in the schools. Another way of securing practice teaching is a plan that is now being used by the writer. Five students from his practice class are conducting, gratis, a night school in a mill village, a suburb of the college community. They are getting very valuable experience in teaching the school subjects, and they are also getting first hand information about educational conditions that vitally affect the social welfare of North Carolina and of the whole South.

III. The third course in education should be the history of education, and as much of the principles of education as can be taught in connection with the history. This course is cultural, it is really a course in the history of civilization. It will include such topics as primitive and Oriental education; Greek and Roman education; early Christian education, and its bearing on thought and activity; the Great Teacher and the Christian fathers; monasticism, mysticism, and chivalry; scholasticism and the rise of universities; the Renaissance and humanism; the Reformation and its effect upon education; realism in education as typified by Erasmus, Milton, Montaigne, Bacon, and Comenius; Rousseau as the representative of the naturalistic tendency in education; Pestalozzi, Herbart, and Froebel, and the psychological tendency; Herbert Spencer and Huxley as related

to the scientific tendency; the sociological and eclectic tendencies. This work is not to be too detailed with the undergraduate student. Frequent reference should be made to the sources, such as Monroe's "Source Book for the Greek and Roman Period," and Painter's "Great Pedagogical Essays," but these should be studied as revealing the spirit of the education of the time, and as a basis for contrasting, comparing and criticising present day content and practice of education.

In addition to the three subjects just discussed, there may be given courses in child study and adolescence, and philosophy of education, but these should be secondary, for the average college.

In conclusion, it should be understood that our courses in education should be planned to meet the needs of the students, and to adapt the work of the department to the educational needs of the community and State, rather than planned so as to look attractive in the catalogue, or to cover the whole field of education. And unless the situation is abnormal, the college should focus attention upon these subjects and minister to these students:

1. School administration and management, for those not especially interested in education, but who will become leading citizens, and will have to bear an important relationship to the school.

2. Educational psychology and method, designed especially for those who are to teach.

3. History of education, a cultural subject; offered for the benefit of teachers and of those interested directly or indirectly in the evolution of civilization.

The Wake Forest Law School

Wake Forest, on the main line of the Seaboard Air Line Railway, seventeen miles from the capital of North Carolina, is a college town, clean and healthful, with two thousand inhabitants, and called by a distinguished law teacher of New York "an ideal place for a law school." The Law School is an integral part of the College, some of its courses counting in the B.A. requirements. The B.A. degree with the civics group of electives allows as many as fifteen hours in law of the total sixty-eight hours required. Organized fifteen years ago, this department still has in its faculty the teacher of its first class. Its teachers had experience in the work of teaching before they became lawyers and law teachers.

The courses of instruction are arranged to meet the wants of students. A three years' course leads to the degree of Bachelor of Laws, and meets the need of students for a liberal knowledge of the Law. There are six courses each extending over a year with daily lectures, and a seventh class daily from September to February. Courses 1 and 2 embrace the subjects prescribed by the Supreme Court. The student who wishes to spend two years preparing for the bar examination may take one of these courses each year; the student who wishes to spend only one year may take both; the student who wishes to spend only one-half year may take these two courses and the work of the extra class during the Fall Term for the February examination, or the Summer School for the August examination. In these different courses each subject is fully and comprehensively taught; the method is not a mere cram for the examination.

The Summer School begins on the first Monday in June

in each year and continues till the August examination in the Supreme Court. The work is confined to a thorough comprehensive study of the subjects prescribed by the Supreme Court.

Students in the Law School pay the same tuition and matriculation fees as other students of the College, and may, without additional charge, take work in any school of the College. The tuition and matriculation fees amount to \$39.00 per term; table board, per month, \$8.00 and upwards. For the Summer School the tuition and fees amount to \$20.00.

In the subjoined list of students of the Wake Forest Law School who have been licensed by the Supreme Court there are doubtless errors. Corrections would be welcomed.

Roll of Licensed Lawyers

(With Post-offices.)

†Alderman, J. E.	Greensboro, N. C.
Allen, R. C.	Coweta, I. T.
Allen, T.	Florence, S. C.
Allred, L. H.	Selma, N. C.
Allen, T. A.	Albany, N. Y.
Anderson, J. B.	Asheville, N. C.
Anderson, J. G.	Halifax, N. C.
†Ausley, P. A.	
Averitt, H. S.	Fayetteville, N. C.
Badgett, W. R.	Pilot Mountain, N. C.
Bagby, Chas. W.	Hickory, N. C.
Bailey, J. W.	Raleigh, N. C.
Baley, L. J.	Washington, D. C.
Barker, J. A.	Lumberton, N. C.
Beasley, L. A.	Kenansville, N. C.
Beckerdite, H. L.	Winston, N. C.
Bell, W. C.	Dunn, N. C.
Bell, C. T.	Beaufort, N. C.
Bellamy, W. M.	Wilmington, N. C.
Bennett, F. T.	Clinton, N. C.
Benson, W. C.	Wilmington, N. C.
Benton, H. C.	Charlotte, N. C.
Berry, W. C.	Spruce Pine, N. C.
*Blackmore, E. B.	Lenoir, N. C.
Bland, D. H.	Goldsboro, N. C.
†Blue, F. L.	Ashpole, N. C.
Bodenheimer, L. F.	Greensboro, N. C.
Bolton, J. W.	Fayetteville, N. C.
Bonner, H. M.	Cheraw, S. C.
Bower, J. C.	Lexington, N. C.
Boyles, N. E.	Pilot Mountain, N. C.
Braswell, W. R.	Ashpole, N. C.
Brewer, W. C.	Philadelphia, Pa.
Bridger, R. C.	Winton, N. C.

Bristol, W. A.	Statesville, N. C.
Britt, E. J.	Lumberton, N. C.
Britt, E. M.	Lumberton, N. C.
Britt, W. S.	Lumberton, N. C.
Brock, W. E.	Wadesboro, N. C.
Brooks, J. C.	
Brooks, R. F.	Currie, N. C.
Broughton, J. M., Jr.	Raleigh, N. C.
Brown, R. L.	Albemarle, N. C.
Brown, C. V.	Asheville, N. C.
Brummitt, D. G.	Oxford, N. C.
Bryan, R. K.	Scott's Hill, N. C.
Bryan, A. B.	Burnsville, N. C.
Bryan, S. C.	Waynesville, N. C.
Buchanan, Stokes.	Johnson City, Tenn.
Buchanan, C. C.	Sylva, N. C.
Bullard, V. C.	Fayetteville, N. C.
Bunn, J. W.	Raleigh, N. C.
Burleson, I. R.	Albemarle, N. C.
Burnett, J. H.	Burgaw, N. C.
Butler, J. S.	Clinton, N. C.
Campbell, E. L.	King's Mountain, N. C.
†Cannady, A. B.	
Cannon, L. S.	Washington, D. C.
Carson, J. M.	Rutherfordton, N. C.
*Carter, J. G.	Dobson, N. C.
Carlton, D. L.	Marion, N. C.
Carlton, P. S.	Salisbury, N. C.
Cashwell, D. J.	Fayetteville, N. C.
Caudle, T. L.	Wadesboro, N. C.
Cheek, George	Sparta, N. C.
Chisholm, W. A.	Arkansas.
Clark, A. L.	Roanoke Rapids, N. C.
*Clark, W. A.	Elizabethtown, N. C.
Clark, E.	Weldon, N. C.
Clayton, O. W.	Augusta, Ga.
Clement, J. H.	Winston, N. C.
Clifford, J. C.	Dunn, N. C.
Cloud, E. B.	Columbus, N. C.

Cohoon, W. L.	Elizabeth City, N. C.
Cole, J. W.	Lexington, N. C.
Collier, J. L.	Bradentown, Fla.
Cooke, A. W.	Greensboro, N. C.
†Cooper, R. W.	Autryville, N. C.
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Craig, F.	Windsor, N. C.
Cranor, H. A.	Wilkesboro, N. C.
Critcher, B. A.	Williamston, N. C.
Critcher, P. V.	Williamston, N. C.
Crumpler, B. H.	Clinton, N. C.
Daniels, T. M.	Mullins, S. C.
Davis, M. L.	Beaufort, N. C.
Dickinson, O. P.	Wilson, N. C.
Dingelhof, O. F.	Macon, Ga.
Dixon, R. H.	Siler City, N. C.
Douglass, W. C.	Durham, N. C.
Dulin, P. P.	Statesville, N. C.
Duncan, J. S.	Beaufort, N. C.
Duncan, N. G.	Clinton, N. C.
Dunn, R. C.	Enfield, N. C.
Dunn, W. A.	Greenville, N. C.
Dunn, S. A.	Scotland Neck, N. C.
Dunn, D. W.	Spray, N. C.
Dunn, R. M.	Warrenton, N. C.
Dunn, A. W.	Scotland Neck, N. C.
Dunning, A. R.	Williamston, N. C.
†Durham, Walters	Raleigh, N. C.
Dye, R. H.	Fayetteville, N. C.
†Early, H. W.	Aberdeen, N. C.
Edwards, C. J.	Franklin, Va.
Edwards, F.	Franklin, Va.
Etchinson, W. P.	Branchville, S. C.
Falls, B. T.	Shelby, N. C.
Farnell, L. B.	Hubert, N. C.
*Farthing, A. C.	Philippine Islands.
Ferree, T. S.	Greensboro, N. C.

Ferrell, R. H.	Harvard University.
†Fletcher, A. L.	Lexington, N. C.
Forehand, R. E.	Edenton, N. C.
Fort, D. F.	Raleigh, N. C.
Fortune, R. B.	Elberton, Ga.
Gardner, W. S.	Burnsville, N. C.
Garland, G. W.	Salisbury, N. C.
Gasque, C. J.	Florence, S. C.
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Geiger, H. H. D.	Orlando, Fla.
Giles, J. A.	Durham, N. C.
Gilreath, C. J.	Wilkesboro, N. C.
Glidewell, P. W.	Reidsville, N. C.
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†Goodwyn, G. T.	Laurinburg, N. C.
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*Grandy, W. H.	Elizabeth City, N. C.
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Gulley, Donald	Wake Forest, N. C.
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Hall, S. E.	Winston, N. C.
Hall, C. A.	Graham, N. C.
Hall, J. W.	
Halstead, W. I.	South Mills, N. C.
Hamrick, F. D.	Shelby, N. C.
Hampton, W. B.	Washington, D. C.
Hardy, C. L.	Tucson, Ariz.
Hardy, L. C.	Tucson, Ariz.
Harkrader, L. L.	Albemarle, N. C.
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*Hayes, T. N.	Wilkesboro, N. C.
Hayes, J. J.	Wilkesboro, N. C.
Haynes, F. W.	Hamptonville, N. C.

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Johnson, R. D.	Warsaw, N. C.
Johnson, J. E.	Warsaw, N. C.
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Jones, J. R.	Wilkesboro, N. C.
†Josey, E. B.	Scotland Neck, N. C.
Justice, A. B.	Charlotte, N. C.
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†Keener, W. N.	Raleigh, N. C.
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Kittrell, J. C.	Henderson, N. C.

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LeGrand, J. W.	Bennettsville, S. C.
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McLendon, J. R.	Matthews, N. C.
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McNeely, C. D.	Waxhaw, N. C.
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McNeill, G. W.	Carthage, N. C.
McNeill, R. H.	Washington, D. C.
McNeill, W. H.	Carthage, N. C.
†Medlin, A. J.	Wake Forest, N. C.
Medlin, L. L.	Hamlet, N. C.
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Meekins, J. C., Jr.	Columbia, N. C.
Midyette, G. E.	Jackson, N. C.
Mills, J. G.	Wake Forest, N. C.
Mitchell, B. G.	Youngsville, N. C.
†Moore, L. J.	New Bern, N. C.
†Moore, E. V.	Cincinnati, O.
Morgan, J. R.	Waynesville, N. C.
Morris, J. P.	Columbus, N. C.
Morris, R. E.	Rutherfordton, N. C.
Moss, C. R.	Banquo, Banquest, P. I.
Mull, O. M.	Shelby, N. C.
Murphy, T. J.	Greensboro, N. C.
Muse, C. M.	Lillington, N. C.
*Newell, G. W.	Williamston, N. C.
Newell, S. A.	Williamston, N. C.
Newell, J. C.	Charlotte, N. C.
†Newton, W. L.	Arlington, N. J.
†Norfleet, P. J.	Franklin, Va.
*Oates, D. T.	Fayetteville, N. C.
Oates, J. A.	Fayetteville, N. C.
Olive, P. J.	Apex, N. C.
Outlaw, N. W.	Goldsboro, N. C.
Pace, W. H.	Raleigh, N. C.
Pait, A. H.	Wilmington, N. C.

Parham, B. W.	Thomasville, N. C.
*Pendleton, W. S.	Washington, N. C.
Peterson, S. D.	Milton, Ore.
Peterson, W. M.	Portland, Ore.
Peterson, J. M.	Spruce Pine, N. C.
Petree, F. H.	Dobson, N. C.
Picot, J. H.	Littleton, N. C.
Pierce, C. C.	Greenville, N. C.
Powell, P. E.	Whiteville, N. C.
Powell, R. B.	Wake Forest, N. C.
Powers, A. K.	Burgaw, N. C.
Powers, J. A.	Wallace, N. C.
Pratt, W. J.	Monroe, N. C.
Prevette, J. M.	Wilkesboro, N. C.
†Prichard, J. H.	Windsor, N. C.
Privott, W. S.	Edenton, N. C.
Quinn, J. H.	Shelby, N. C.
Radford, S. W.	Asheville, N. C.
Ramsay, J. C.	
Ray, R. L.	Selma, N. C.
Ray, E. Z.	Marshall, N. C.
Reavis, W.	Hamptonville, N. C.
Redding, C. H.	Randleman, N. C.
Reynolds, G. D. B.	Albemarle, N. C.
Reynolds, H.	Pilot Mountain, N. C.
Richardson, H. C.	Monroe, N. C.
Ritter, C. D.	Birmingham, Ala.
Roberts, E. G.	Asheville, N. C.
Rodwell, T. O.	Warrenton, N. C.
Rogers, W. W.	Ahoskie, N. C.
Rosser, C. K.	Sanford, N. C.
Royall, J. B.	Jacksonville, Fla.
Royall, J. H.	Wake Forest, N. C.
Ryals, N. T.	Benson, N. C.
Saintsing, J. E.	Reidsville, N. C.

Saintsing, G. W.	Wake Forest, N. C.
Saintsing, J. B.	Wake Forest, N. C.
Salmons, W. M.	Winston, N. C.
Sams, A. F.	Winston, N. C.
Sapp, H. O.	Winston, N. C.
Sawyer, P. G.	Elizabeth City, N. C.
Scarlett, Chas.	Durham, N. C.
Scull, J. H.	Wilmington, N. C.
Sharp, J. M.	Leaksville, N. C.
Sherrill, W. R.	Webster, N. C.
Sigmon, R. L.	Lincolnton, N. C.
Sikes, J. C.	Monroe, N. C.
Sikes, O. J.	Albemarle, N. C.
Simms, R. N.	Raleigh, N. C.
Skipper, C. B.	Lumberton, N. C.
Smith, T. L.	Ada, N. C.
Smith, J. E.	Robersonville, N. C.
*Snider, E. H.	South Carolina.
Snow, O. E.	Pilot Mountain, N. C.
Spence, J. W.	Greenwood, S. C.
Spence, G. J.	Elizabeth City, N. C.
†Stallings, R. E.	
Staton, C. L.	Tarboro, N. C.
†Stephens, B. F.	Lumberton, N. C.
Stephenson, G. T.	Winston, N. C.
Stewart, J. R.	Mocksville, N. C.
Stringfield, D. M.	Manteo, N. C.
Suskin, A. L.	Baltimore, Md.
Sutton, G. W.	Webster, N. C.
Swindell, F. D.	Wilson, N. C.
Sykes, C. L.	Atlanta, Ga.
Taylor, J. R.	Martinsville, Va.
†Thurston, D. J.	Clayton, N. C.
Tillette, D. H.	Bartlett, N. C.
Tilley, A. E.	Jefferson, N. C.
Tilley, L. L.	Durham, N. C.
Timberlake, E. W.	Wake Forest, N. C.
Toon, E. M.	Whiteville, N. C.

Turner, R. W.	Elizabeth City, N. C.
Turner, J. B.	Locust Grove, Ga.
Upchurch, E. F.	Yanceyville, N. C.
Van Hoy, J. W.	Jennings, N. C.
†Vann, P. S.	Lexington, N. C.
Varser, L. R.	Kinston, N. C.
Vaughan, L. T.	Nashville, N. C.
Vaughan, W. L.	Washington, N. C.
Vernon, J. H.	Salisbury, N. C.
Wagoner, J. M.	Sparta, N. C.
Wagoner, W. M.	Sparta, N. C.
Ward, E. F.	Smithfield, N. C.
†Watkins, J. C.	Winston, N. C.
Watson, J. A.	Burnsville, N. C.
Weatherman, R. T.	Jennings, N. C.
Weatherspoon, W. H.	Laurinburg, N. C.
Webb, W. P.	Oklahoma.
Weeks, C. D.	Wilmington, N. C.
Westfeldt, G. R.	Asheville, N. C.
Wheatley, C. R.	Beaufort, N. C.
Whisnant, J. W.	Lenoir, N. C.
Whitaker, H. G.	Pilot Mountain, N. C.
Whitley, T. F.	Scotland Neck, N. C.
White, R. B.	Franklinton, N. C.
White, T. C.	Taylorsville, N. C.
Whitener, C. L.	Hickory, N. C.
Wike, C. B.	Webster, N. C.
Williams, B. F.	Columbus, N. C.
Williams, H. S.	Concord, N. C.
Williams, L. B.	Charlotte, N. C.
Wilson, M. L.	Bakersville, N. C.
Wilson, S. F.	Athena, Ore.
Wilson, R. W.	Asheville, N. C.
†Winburne, Charles	Florida.
Wishart, W.	Lumberton, N. C.
*Wood, T. G.	Hamlet, N. C.
Wood, J. W.	Benson, N. C.

Woody, T. K.	Wilmington, N. C.
Wooten, J. F.	Jacksonville, N. C.
⁵ Worrell, J. A.	Jackson, N. C.
Wrenn, E. H.	Reidsville, N. C.
Wright, J. C.	Albemarle, N. C.
 Zollicoffer, D. B.	 Vicksburg, Miss.

* Dead, 14.

† Not in practice, 30.

Total number licensed, 377.

Faculty Personals

The July Bulletin was in error in stating that Professor J. R. Crozier, of the Department of Physical Culture, took a special course in the Harvard University Gymnasium.

Dr. Willis R. Cullom, of the Bible Department, is receiving the congratulations of his friends upon a recent happy addition to his family.

Professor J. B. Carlyle, of the Chair of Latin, in accordance with the request of the Board of Trustees, is doing no teaching work in the College this fall, but devoting his whole time to rounding up the collections on the one hundred and fifty thousand dollar Endowment Fund. Two instructors have been appointed in that Department, Mr. Graham M. Rodwell and Mr. A. B. Combs, B.A.

In the new course in Engineering added to the Department of Applied Mathematics, Mr. Arthur B. Ray, B.A., has been appointed instructor. The new equipment provided during the vacation is hardly adequate for the number of men taking the course even this first session.

Rev. Walter N. Johnson, College Pastor, spent six weeks of his vacation taking some courses in the University of Chicago. He resumed his regular program of services here August 10.

President Poteat made the following addresses: August 17, "Religion in Education," on the occasion of laying the corner-stone of Roanoke College, Danville, Va.; "The Public School and the Public Wealth," in the concluding exercises of the Wake County Teachers' Institute, Wake Forest, August 26; "Christian Education," on Church Day in the Appalachian Exposition, Knoxville, Tenn., September 28;

"The Christian School and Practical Materialism," before the Sandy Run Association at Cliffside, October 6; "The Conservation of Life," before the Young Men's Christian Association, at Durham, October 30.

Dr. Benjamin Sledd, of the Department of English, has been appointed by the Faculty delegate to represent Wake Forest College on the occasion of the inauguration of President William Preston Few of Trinity College, Durham, on the 9th of November.

His Excellency, Governor W. W. Kitchin, has appointed Dr. Charles E. Brewer, a member of the Managing Committee for North Carolina, to make preparations for the International Congress of Applied Chemistry, which will meet in this country in 1912.

Dr. Edward P. Morton, Associate Professor of English, is conducting the English 1 and English 2 courses. He has introduced the very useful "conference period" in which he goes over themes in the presence of the writers. Dr. and Mrs. Morton are lodged with Mr. Z. V. Peed.

Mr. Elliott B. Earnshaw, Bursar and Secretary, moved the last week in October into the new residence built for him by Dr. J. H. Gorrell.

Among the Alumni

Mr. Herbert L. Wiggs ('07), of Atlanta, Ga., is secretary and treasurer of the Broad River Granite Company of that city since 1909. The *Monumental News* of Chicago describes in its issue for August, 1910, the properties of the Company at Oglesby, Ga., and says that the quality of the blue granite quarried there is the highest for monumental stone in North America.

Rev. Samuel J. Porter, D.D. ('93), Field Secretary of the Southern Baptist Foreign Mission Board, has accepted the pastorate of the First Baptist Church of San Antonio, Texas.

Mr. Ralph Harris Ferrell ('07), who secured from the Supreme Court of North Carolina license to practice law at the late August examination, was united in marriage to Miss Belle Willingham, daughter of Dr. R. J. Willingham, of Richmond, Va., on the 14th of September, 1910. Mr. Ferrell is taking this year special studies in Harvard.

In the program of the Baptist Congress to be held November 9 to 10 at Augusta, Ga., it is noted that of the twenty-one men appointed to take part, four are alumni of Wake Forest—President W. L. Poteat ('77), President E. M. Poteat ('81), Dr. Rufus W. Weaver ('93), and Dr. John E. White ('90).

The volume of Mr. Gilbert T. Stephenson ('04) on "Race Distinctions in American Law" was issued this fall. An editorial review of it in the *New York Times* highly commends it.

Rev. William Jasper Howell ('96), pastor of the First Baptist Church of Columbia, Mo., was in England last summer and preached in the following churches: the

Ferne Park Baptist Church, London, the last Sunday in July; the Chatsworth Road Baptist Church, London, the first two Sundays in August; the Carrs Lane Congregational Church, Birmingham, the last two Sundays in August. Mr. Howell has in the past month completed the first year of his pastorate in Columbia.

Mr. Hubbard Fulton Page (B.A., '05, M.A., '08) called at the College for a brief visit in late October as he returned to Harvard from his home, where he had been detained by the illness of several members of the family. He reports his work in the University hard but inspiring.

Mr. Hubert McNeill Poteat (B.A. '06, M.A. '08) accepted during the vacation the invitation of the famous Hotchkiss School at Lakeville, Conn., to become Master of Latin. Besides his Latin he has a class in French. In connection with this work he is continuing his course in Columbia University.

Mr. Thomas Dixon ('83) is scoring a distinct success in his new drama, "The Sins of the Father." It was presented first in Norfolk, and has a place on the New York stage for the present season.

Mr. Thomas Covington Dockery ('41-46) entered College from Richmond County. Since leaving Wake Forest he has resided for the most part in Mississippi, where he has represented his county as State Senator. The President of the College received from him the following interesting letter under date of August 27, written from Mt. Airy, N. C.:

"I very greatly appreciate your kind letter and the kind invitation to visit my Alma Mater, to which I bade good-bye in June, 1846, and which lingers a sacred spot in my memory. My honored father, having no education, not even the benefit of an old-field school, saw the necessity for mental training for success in life, was one of the

founders of Wake Forest College and had he lived till to-day, could have said 'from little acorns tall oaks grow.' I congratulate you upon the prominence the old College has taken under your supervision. It has high character in my State (Mississippi), and I heard it commended in Arkansas last spring. I am indefinitely in North Carolina, but I am thinking of staying to the State Fair in Raleigh. If I do, I will visit you. But if I do, and ask for old President Wait and Professor W. T. Brooks and Professor J. B. White, and other friends, echo will answer, 'Where are they?'

"Very kindly,

T. C. DOCKERY."

Record

Dr. Samuel J. Porter, Field Secretary for Foreign Missions, Richmond, Va., made a lecture, September 9, on the present religious situation in Italy. The lecture was vivified by illustrations from his recent experience in that country.

The College Pastor and the Young Men's Christian Association have been provided with a joint office on the first floor south end of the Dormitory. It is believed that it will greatly facilitate the religious work among the students.

The student body in a mass meeting early in September appointed the Student Senate to represent them in the suppression of hazing. The following gentlemen constitute the Senate: A. B. Ray, G. W. Johnson, C. I. Allen, Samuel Long, H. B. Conrad, F. F. Cox, T. J. Osborne, J. A. Ellis, L. G. Haynes, Phil. Uteley.

Rev. George W. Greene, of the Graves Theological Seminary, Canton, China, gave a lecture on mission work and the need of workers in China, on the evening of October 19.

Rev. Charles G. Hounsell, of Korea, representing the Students' Volunteer Movement, spent October 26-28 in the College. There is a band of volunteers for mission work consisting of six men, and there are ten mission study bands.

There are sixty-two applicants for degrees next May—two for M.A., forty-eight for B.A., six for B.S., and six for LL.B.

Professor J. B. Carlyle, who is devoting himself wholeheartedly to the collection of subscriptions on the new Endowment Fund, needs the united support of all the friends of the College in every place. Otherwise, he is in danger

of not reaching the goal at the close of the present year. We can not think of such a fatality as possible. And yet when one looks at the large amount which remains to be collected in two months, one may well feel anxious. Professor Carlyle retains his enthusiasm and vigor, and is worthy of all possible encouragement. The College, on its part, never had a brighter future or a larger opportunity, and its needs are correspondingly large and urgent. It is hoped that all the subscribers to this Endowment Fund will meet their notes promptly. Not only is the face value of these notes involved, but also the pro rata contribution of the General Education Board.

At the Sunday morning service, August 28, the Summer Law Class presented themselves in a body. The Scripture was read by Professor Timberlake and Dean Gulley led the prayer. The President of the College made a brief address to the class, in which he recited the history of the Law Department and stated the relation of the Summer School to the College, saying in effect that the Summer School was a department of the College in session during the vacation and differed from the work of that department during the regular session in two respects only—it was more continuous and concentrated, and the professors relieved the College from financial and administrative responsibility in conducting it. Rev. Walter N. Johnson, the College pastor, preached a special sermon on the relation of the Lawyer and the Preacher. The sermon was printed in full in the *Biblical Recorder* of September 21. On all hands the impression was that this special service was a pleasing and fitting recognition of this department of the work of the College. On the last day of the class work beautiful presents were made by the class to their professors, and a resolution was passed pledging the class to

practical co-operation with the Trustees in notably improving the equipment of the School of Law, a building and an enlarged library being specifically mentioned.

Dr. W. C. Tyree, of Raleigh, began preaching in a series of meetings October 3, a sermon at noon and at 7:30 in the evening, concluding the series on October 14. There were two professions of faith among the students and many reclamations. The sermons were marked by earnestness, simplicity, and great power of direct appeal.

The Managing Committee of the College Hospital elected, September 2, Miss E. L. Speight head nurse to succeed Miss Gwaltney. On the 19th of September Miss Speight, on account of an accidental injury to her shoulder, resigned the position, and Miss Edna B. Halsey, of New York City, was appointed head nurse, and arrived September 21 and took charge the next morning.

The registration on the 6th of September exceeded that of any previous first day of the session. By the close of the week, Saturday noon, it had reached 316, and with the roll of the Summer Law School, it stood at 352. At the present time, October 20, the total enrollment is 374, as against 362 for the whole of the last fall term.

The chapel service on the second day of the session was led by Rev. Walter N. Johnson, the College pastor. He made a clear and stimulating address on the text, "Stir up the gift which is in thee."

The address of the President dealt with certain changes which the returning students would find in the College, its present standard, and the widening recognition of the excellence of its work. The increase of the salaries of the professors by the Board of Trustees was first mentioned, and then the reorganization of the courses leading to the

B.A. and B.S. degrees. Two purposes were served by this reorganization—restriction of the abuse of the elective system, and the closer articulation of the College course with the life career. Certain of the courses had been extended. The entrance requirements in Latin had been raised one full year with the consequent addition of a year in that department. A second professorship in English had been created, and a third professorship in Medicine.

In illustration of the wider recognition of the work of the College, a Superior Court Judge in North Carolina was quoted as saying that where he held court Wake Forest men had the bulk of the business and on all public issues could be counted on to be on the right side. A practical politician who had held responsible positions in State politics had lately advised a father, in case his son expected to be a lawyer and enter public life, to send him to Wake Forest. The fine record of the latest Law Class before the Supreme Court was reported. Of the total number of licensed men, Wake Forest had furnished 29, and all the other law schools and private tutors of the State had furnished 26. Of the applicants for license Wake Forest had lost 14.7 per cent, while of the remaining applicants there had been a loss of 39.5 per cent. In connection with the highly commendatory report of the Carnegie Foundation on the equipment of the Department of Medicine (see Bulletin of July, 1910, page 185), portions of a personal letter received during the summer from the President of that Foundation were read as follows: "The admirable work of Wake Forest College in Medicine has been a cheering thing to us in the wide desert of commercial institutions in that region. * * * You have served a very admirable purpose in showing what can be done even in an isolated college with modest means under the right spirit and

when once the commercial basis is dropped. I am asking some of the rich New England Colleges which have been supporting medicine on the commercial basis to go down to Wake Forest and get a lesson."

Such recognition as this was due to the maintenance of a high standard and honest work under it, and while some men could not reach it as yet, it did make a strong appeal to serious and ambitious young men in this period of advancing standards of efficiency in all the callings.

This statement of the present situation of the College was made the basis of an appeal to the students for co-operation in the great enterprise conducted here. We were under the compulsion of our growing success to continue the policy of a sane adaptation to the existing educational situation, of frankness and honesty in dealing with the public—with our immediate constituency in particular. There must be no padding of courses, no show-window catalogue, no embroidered pillow-shams hiding sacks of straw. The Christian College must be solid-hearted and teacher and student must combine to preserve our ideals of loyalty to Christ, of solid work, and of mutual friendship and co-operation.

The Executive Committee of the Board of Trustees in session in Raleigh, September 1, appointed Dr. Edward Payson Morton, of the University of Indiana, Associate Professor of English for the session just about to open. That action was confirmed by the Board itself, September 9. Dr. Morton's scholarship in English is recognized throughout the country. He is a Master of Arts of Harvard and a Doctor of Philosophy of the University of Chicago, and had been teaching in the Department of English in the University of Indiana for a number of years. With Mrs. Mor-

ton he arrived in Wake Forest September 3, and entered upon his work the opening day of the session.

In pursuance of their action in the annual meeting in May, the Trustees, in session in Raleigh, September 9, appointed Dr. William Turner Carstarphen, of Kittrell, N. C., Professor of Physiology, with the understanding that he would take up his work in the Department of Medicine January 1. Dr. Carstarphen received the degree of B.A. from Wake Forest College in 1897 and the degree of M.D. from Jefferson Medical College in 1904. Besides his regular professional course, he took as special extra work, two hours a week for one year, a course in surgery with Professor Stewart, a course in obstetrics, another in gynecology, and another in general practice. He has been in the general practice of medicine four years in Northampton County and two years in Vance County. Dr. Carstarphen is spending the last three months of the present year in special studies in Philadelphia, where he holds the position of demonstrator in physiology to Professor Brubaker, of the Jefferson Medical College. He has the authority of the Trustees, supported by an appropriation, to bring the equipment of his branch of Medicine in the College up to the standard of the other branches so highly commended in the report of the Carnegie Foundation.

The North Carolina Baptist Sunday School Assembly, under the management of State Secretary E. L. Middleton, was held at Wake Forest August 8 to August 12.

The Wake County Public School Teachers' Institute was held this year at Wake Forest. It covered two weeks from August 15 and was conducted by Professor J. Henry Highsmith, of the Department of Education.

Professors Gulley and Timberlake began the Summer

Law School June 6. The total enrollment went beyond that of any previous session, reaching forty. Thirty-three of them went up for license August 29. The gentlemen who obtained license were:

Walter C. Benson.	Lovira W. Leggett.
Joseph Melville Broughton.	Alfred M. McLean.
Corsey C. Buchanan.	John Santford Martin.
John H. Burnett.	Blandus C. Mitchell.
Claude V. Brown.	John A. Oates.
John H. Clement.	Robert B. Powell.
Percy V. Critcher.	Joseph M. Prevette.
William C. Douglas.	Charles H. Redding.
Ashby W. Dunn.	John H. Royall.
Franklin Edwards.	J. B. Saintsing.
Leland B. Farnell.	William M. Salmons.
Ralph H. Ferrell.	Gilbert Thomas Stephenson.
Roy E. Forehand.	Thomas C. White.
William H. Hipps.	Joseph W. Wood—(29).
Charles Hutchins.	

Following is the record of class organizations in the College for the present session:

Senior Class—President A. P. Gray, Vice-President J. M. Cheek, Secretary J. B. Copple.

Junior Class—President G. M. Beam, Vice-President P. P. Green, Secretary C. H. Trueblood.

Sophomore class—President A. J. Hutchins, Vice-President O. F. Herring, Secretary H. F. Faucette.

Freshman Class—President H. H. Brown, Vice-President G. W. Holiday, Secretary G. P. Harrill, Jr.

Law Class—President J. B. Vernon, Vice-President J. C. McBee, Secretary N. B. Broughton, Jr.

Medical Class—President C. I. Allen, Vice-President W. D. Rogers, Jr., Secretary D. H. Gower.

Ministerial Class—President W. G. Moore, Vice-President I. C. Woodward, Secretary E. J. Rogers.

Athletic Association—President F. F. Cox, Vice-President N. B. Broughton, Jr., Secretary C. T. Murchison.

Moot Court—Judge J. H. Burnett, Solicitor G. L. Bailes, Clerk C. C. Broughton.

Mission study classes have been organized as follows: The Challenge of the City, with A. J. Hutchins, R. P. Blevins, and C. H. Trueblood as leaders; the Pastor and Modern Missions, with H. J. Langston and I. P. Frazier as leaders: Protestant Missions in South America, with S. A. Edgerton and R. A. McBrayer as leaders; Sunrise in the Sunrise Kingdom, with E. B. Jenkins and W. A. Bridges as leaders. A class to be led by President Poteat in the study of work among the Negroes of the South will be shortly organized.

It is a genuine pleasure to present to the friends of the College such kind words of appreciation as follow from the *Roanoke-Chowan Times* of October 27:

"On our local page we are publishing a short paragraph from a private letter received this week from a young married man of 30 who this year gave up a good position with a bank and went to Wake Forest College to take a regular course, that gives some explanation of the strong hold this institution has upon its former students and upon the people who support it so loyally. No part of the letter referred to was intended for publication, but as it has often been wondered at how the law students of this College are so successful in the examinations before the Supreme Court, we publish this extract as an explanation of the success of the students. It is the personal interest and labor on the part of the faculty—'on and off class, anywhere, everywhere'—with those under their charge. This College has done some service for North Carolina."

The extract referred to follows:

"We are comfortably and conveniently located—boarding—and have become much attached to our new surroundings. I know that I have made no mistake in taking the course here. The law faculty can not be excelled, and their lectures are simply grand. They also take personal cognizance of their candidates and labor continuously—on and off class, anywhere, everywhere—with those who contemplate entering the profession. Their lectures are highly entertaining as well as instructive."

Announcements

The fall Senior Speaking set for October 14 has been postponed until Friday, November 18. The speakers are: Messrs. R. A. Sullivan, J. M. Cheek, G. L. Bailes, F. M. Huggins, J. A. Ellis, and H. A. Wallin.

By special order of the Faculty a credit of one and a half units on "conditions" will be allowed those students who do the work of the class in Virgil; a like credit will be allowed those students who do the work of the class in Beginners' Greek.

With reference to the foot-note on page 86 of the current Catalogue, to the effect that Latin 1 is "not prescribed in case Group 2 (Civics) of Electives is taken," the attention of those interested is called to the interpretation of the Faculty, namely, that in case Latin 1 is not taken, its place must be supplied by another foreign language, and that not less than two foreign languages must be taken in the list of prescribed studies.

The Spring Term of the present session will open on Tuesday, January 3. The attention of students purposing to enter College at that time is called to the detailed statement of the entrance requirements set out at page 41 of the current Catalogue and to the fact that, if they would enter to advantage, they must be prepared to fall into the classes at the point which they have reached after a half year's advance. The registration fees for the Spring Term aggregate fourteen dollars, and must be paid at the time of matriculation. The tuition fee of twenty-five dollars is due at that time, but may be settled as late as February 1.

The query for debate at the coming Anniversary of the

Literary Societies is, "Resolved, That United States Senators should be elected by direct vote of the people." The affirmative will be maintained by Messrs. J. B. Eller and C. R. Sharpe, the negative by Messrs. C. T. Murchison and B. V. Ferguson. The orators for the occasion are: Mr. W. G. Moore, Philomathesian, and Mr. J. P. Tucker, Euzelian.

NEW SERIES

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Wake Forest in the Present Educational Situation *

BY PRESIDENT WILLIAM LOUIS POTEAT

The real history of mankind is a spiritual history—"the record of those fruitful moments when we come upon new things and our minds expand to include them." The same is true of Christianity. Its greatest achievements have not been made in the sphere of missionary endeavor, but rather in the sphere where it has met a new social theory or new body of teaching and has expanded to incorporate it. It has justified itself by adaptation to such new situations in the unfolding of history; as, for example, in the case of the Greek philosophy becoming within a hundred and fifty years itself a system of philosophy; in the case of the Roman law and organization within three hundred years taking its seat on the imperial throne; in the case of the later movement of individualism, and still later in the case of the rapid expansion of human knowledge in the modern scientific movement. The old saying that ignorance is the mother of devotion needs to be turned squarely around; religion is the mother of enlightenment.

RELIGION THE MOTHER OF EDUCATION.

To go no further back than the early days of this Republic, all the institutions of learning which belong to this first period with the single exception of the University of Pennsylvania (1751), were due to the Christian impulse, were denominational in origin. About the middle of the nineteenth century, secular interests came into control of many of the older institutions and dominated the organization of many of those founded later. The State and the Church have sometimes been represented as in mortal strug-

* Address before the Baptist State Convention at Hendersonville, December 8, 1910. Published in the *Biblical Recorder* of December 28, 1910, by request of the Convention.

gle—all of the people against a portion of the people. All the people, it is said, early won the legislative, judicial, and executive branches of government, but the portion of the people—the religious bodies—retained the educational branch. The educational branch of government was later won first in the primary and then in the secondary schools; last of all in the college, stopping short, however, of providing instruction in religious subjects. But even yet, of the four hundred and sixty-four colleges reported in the Education Report of the Government, three hundred and forty-eight are denominational in their origin—that is, three times as many colleges are denominational as secular.*

REVIVAL OF RELIGION.

One of the notable facts of the present period is what may be called a genuine revival of religion. I do not speak of an evangelistic movement, of course. Everywhere men are beginning to think seriously about the great things of life, to feel deeply on the deep themes of life. They are discovering that the purely secular motive does not suffice as a guide of life. Secularism will not do. Of course, nobody would seek to turn back the movement which has resulted in the elaboration and refinement of life in these modern days. We are all proud to take some share in the conservation of life represented in the sanitation movement of our time; in the enhanced efficiency of the average life. We rejoice in the comfort and brilliancy of our civilization and would take no backward steps. But is it not possible that, as one has said, civilization may be the defeat of man? In a complacent absorption with the external modes of modern life, are we not in danger of forgetting to inquire after the man and the woman at the center of the new civilization, who alone give it meaning and value? We have been much

* Cf. Religious Education, April, 1910, p. 47.

occupied with fitting up the stage. What of the actors and the theme of the play?

Under the secularist domination there appears a widespread moral depression. It is seen in the prevailing looseness of opinion about important subjects, and looseness of conduct in the sphere of moral relations. There has been an alarming increase of crime the world over. A French treatise of the last year, studying a period of seven years in the recent past, reports that youthful crimes in that period in Prussia increased one thousand annually; 27 per cent in Austria; doubled in Holland, and trebled in Spain. There are four times as many youthful as adult criminals in France. The apparatus of court trials in the city of Paris has had to be enlarged to meet the pressure of waiting cases. In our own country at large crime increased 25 per cent in the period mentioned. There are ten thousand murders in progressive America in one year, and seventeen thousand suicides. The single city of Chicago yields fifteen thousand youthful criminals in one year, and their crimes are marked by the daring and excess of horror characteristic of the enterprise and volcanic energy of youth. This moral depression is seen in whatever direction one looks. I beg you to remember that these bitter words are bathed with my heart's tears before they rise to my lips. The world of society is marked by artificiality, insincerity, and vulgar display. In the world of business, successful deceit and misrepresentation are called euphemistically "sharp practice." Within the last few days the Postmaster-General has discovered that one hundred million dollars have been gathered out of the gullible public by fraudulent stock propositions on oil wells that had no existence or belonged to other parties. In the world of politics we expect pettiness and self-seeking, the prostitution of public posi-

tion to private ends, the betrayal of trust in high places. A distressed Senator appealed to a comrade for help in the preparation of a funeral oration. "What can I say?" he asked. "Say he was always faithful to his trust." "Which trust?"

The moral situation is charged with peril. The nobility of man, the rights and dignity of the soul are threatened. All the higher interests of humanity, the worth of the individual, and the security of the social order are menaced by the wild passion for money, and the prevailing indifference to all restraint, moral restraint included. It is not surprising that there has come a pronounced reaction from lax opinions. It is well indicated in Mr. Chesterton's book on "Heretics"—that is, the enlightened literary gentlemen of the day, such as H. G. Wells and Bernard Shaw, who profess a superior indifference to any general theory of the sum of things, and declare that religion would be a burden and a limitation upon the full expression of personality. He gives these super-men to understand that such an attitude degrades them below the human level; they are not so much as men. Morality, we are coming around again to see, is grounded in religion. And if education, which is responsible for the character of the coming generations, is to be reconstructed in conformity with the exigent moral needs of society, it must be done through the religion of the home and the school. And we need to bear constantly in mind the fact that knowledge of duty is not the discharge of duty. The fatal defect of the program of moral training in the schools so widely advertised lies in the fundamental distinction between knowing what is right and doing what is right. The only efficient moral motive must be something sacred and supreme. The imagination needs to be captured by the fascination of an

all-compelling personal ideal; the deepest emotions need to be enthralled in a new allegiance to a supreme Friend and Guide. In short, there can be no purifying of the deep springs of character, no reconstruction of the ideals which determine character, apart from religion.

The State institutions are at last making this discovery, and are feeling the prime necessity of adjusting themselves to this strong current of religious enthusiasm in the sphere of education. For example, the State of Iowa has declared by statute that the Bible shall not be excluded from the public schools of the State; the University of Michigan opens its doors to seven different denominations to preach to its students and to help them forward in their religious life; the University of North Dakota associates with itself a denominational college in which are taught those subjects which the present state of opinion excludes from the State institutions. Moreover, some State universities decline to concede their theoretical disability in the matter of teaching religious subjects. The University of South Carolina has lately announced courses in Sunday School Pedagogy. Very many State-supported institutions have introduced the study of religion into their courses of instruction. But it is to be remembered that the science of religion is one thing and religion is quite another thing. Theology is one of the noblest of the sciences, held by many of you, indeed, to be the queen of the sciences, but you will permit a humble layman to suggest that theology is one thing and religion is a far different thing. I have read that at a certain point on the east coast of England gulls are fattened for the London market on curds and gravel; they receive besides only a raw gust from the sea. The curds fatten them; the gravel is supposed to improve their digestion. The science of religion is like this regimen with the curds left out.

THE NORTH CAROLINA SITUATION.

I have three things to speak of here. In the first place, the administration of the University of North Carolina is distinctly favorable to the religious life of the students. The Young Men's Christian Association, I understand, is doing good work. There are voluntary bands in Bible study, and there are mission bands. Moreover, pastors of different denominations exercise their wholesome functions with the cordial sympathy of the University. Such men as Mr. Hoge and our own Dr. Smith are important factors in the life of the institution. Besides, the beauty of individual Christian example still shines in the teaching body. In all these facts we do all rejoice. What I ask you to notice in particular is the tendency to dissolve the distinction between the University on the one hand and the Church colleges on the other.

I call your attention, in the second place, to a striking proposal made in a recent address by the President of the University—the proposal, namely, of the Greater University. It is suggested under the name of “the Tripartite University.” Now, I challenge you, do you know what a Tripartite University is? It must surely be something splendid and large and fine. Tripartite University! There can be nothing small about a Tripartite University! And its demands upon public deference and public financial resources must of necessity be large. Well, a Tripartite University is a Tri-partite University—that is, a University composed of three parts. The three parts in this instance are—the University proper at Chapel Hill, the Agricultural and Mechanical College at Raleigh and the Industrial and Normal College at Greensboro. The President proposes, as I understand his address, to organize these three institu-

tions under one corporate body, and he suggests, not quite explicitly, but suggests nevertheless, that an enterprise so large and splendid will require unusual expenditures of the public treasure. He has announced to a member of this Convention that he will urge upon the next Legislature of North Carolina the necessity of issuing bonds to launch the great enterprise. I know not the size of the bond issue which is proposed. I only know that a bill was introduced into the Legislature of 1909 for an issue of one and a half million dollars. One naturally asks what becomes of the present income of the State institutions of higher learning. The University, for example, spends an income four times the size of the Wake Forest income upon only twice as many students. Such a sudden expansion of the resources of the State-supported institutions as is proposed would make it possible for them to offer free tuition to all North Carolina college students, and along with free tuition, traveling expenses paid by the State, as the University of Tennessee announced in its advertisements last summer. If the bill for traveling expenses is paid by a generous State, why not the bill for books? The student can not enjoy the benefits of the University if he remain at home; of course the State must get him into the University. No more can he enjoy its benefits without books on the subjects of instruction. Why should not the State provide this absolute necessity? And one may think of other absolute necessities common to all students in the Greater University. Where would such superfluous generosity on the part of the State stop?

What now, in the third place, is our attitude as Baptists to this North Carolina educational situation? Speaking for this body, I think I may say that we do not deny or seek to resist the right of the State in the field of education. Neither

do we protest against a reasonable and normal appropriation for the support of the important and worthy State institutions to which I have referred. We pay our proportion—and it is by no means a small proportion—of the cost of maintaining these institutions with reasonable cheerfulness. But—put a capital “B” at the front of that word; underscore this capitalized *But*—we do protest against a State monopoly of education. We do resist, and must to the end resist, the pledging of the credit of the State for all future years to the manifest hurt and injury of the institutions which we as a denomination have established and maintained at no cost whatever to the State. We object and protest for the sake of the State itself into whose citizenship a rich and fertilizing stream of cultured manhood and womanhood passes from the denominational college.* We object and protest in the name of the little children of the State, whose sole reliance for education is upon the public school system and who receive from the State the pitiful sum of four dollars apiece a year,† whereas the eighteen hundred and five specially favored young men and young women of the State institutions named receive from the State one hundred and seventy-nine dollars apiece a year.‡ We object and protest in the interest of our Baptist colleges whose opportunity of public service would be seriously restricted by the proposed measure.

The Baptists of the State are worthy of the best, and I am happy in the belief that our institutions, Meredith and Wake Forest, stand among the best. The report which the Trustees of Meredith College presented to this body last night leads us to believe that it will add a fifth to the short

* Students in the State colleges, 1805; in the denominational colleges, 4247. Report for 1908.

† The precise average rate for the town and rural child is \$3.25.

‡ It is, of course, understood that college training costs more than common school training. It is the extravagant disproportion to which attention is here called.

list of Southern colleges for women classified in "Class A" by the Government Educational Report—a list which now includes only Goucher College at Baltimore, Randolph-Macon College at Lynchburg, the Sophie Newcomb College at New Orleans, and the Agnes Scott College near Atlanta.

There is time to refer only to the so-called specialist departments of instruction in Wake Forest College. In the Department of Education we have nothing to regret as regards either its efficiency or its State-wide influence. The School of Law is recognized as the largest and the most successful in the State. For three examinations in succession it has sent out the largest class before the Supreme Court. In the last examination, of the total number of licensed lawyers, Wake Forest was represented by twenty-nine and all the other law schools and private tutors of the State by twenty-six; and of the losses from the list of applicants 14 7-10 per cent stand against Wake Forest; while 39 5-10 per cent stand against the other schools and tutors of the State. The report which has just been read refers to the high commendation of the Wake Forest School of Medicine occurring in the report of the Carnegie Foundation on Medical Education. The President of that Foundation wrote me last vacation a personal letter from which I may be allowed to quote. He said.

The admirable work of Wake Forest in medicine has been a cheering thing to us in the wide desert of commercial institutions in that region. You have served a very admirable purpose in showing what can be done in an isolated college even with moderate means, and when once the commercial basis is dropped. I am asking some of the rich New England colleges which have been supporting medicine on the commercial basis to go down to Wake Forest and get a lesson.

Such a possession of educational respectability and good will, such an inheritance from a noble past, such efficient

agencies for the spread of the Kingdom of Truth and Righteousness in our State and the world we are under the highest obligation to defend and protect. And here is an important argument for carrying forward to complete success the movement for the endowment of Wake Forest College, closing December 31st, and the movement for the endowment of Meredith College inaugurated by this body last night. We must be jealous of our interests and get ready to meet a rapidly forming issue in the educational situation of our loved State.

Stir up Your Gift

2 Tim. 1:6.

BY REV. WALTER N. JOHNSON, COLLEGE CHAPLAIN.

(Address at the opening of the 1910-11 Session of Wake Forest College, September 8th, 1910.)

Find Your Gift:

A gift is human nature in its higher moods, it is a human peak. It is a special stroke of the Creator in the making of a man. It is definite power to do a part of God's work in the world. It is each man's uniqueness. Ask yourself, "What can I do?" Your answer to that question is your gift. It may take you a lifetime to write it out.

You have a gift: it may not be developed to the point of visibility. The seeds are hid in the plowed ground; the kind of crop will appear after awhile. Life is an unfolding. The bud is a promise of the flower; but it gives no hint of its color or shape or odor. Your gift may yet lie unseen in the depths of your possibilities.

Your life task is to find it. Do not spend your time trying to show it; it will show itself, if you will only give it a chance. Don't *show* it; but simply *know* it. Look it up; you may find it in your response to a book, or a teacher, or a piece of work. A stimulus of some kind will bring it to the surface, if you are only honest with yourself; college life is full of these stimuli; open your deepest life to them. There may be in you a blind longing of some kind; follow it out; it may blaze into a passion. No man does his best till he finds the work that he is willing to do without pay. He finds his own self in that which he chooses to do for its own sake; then his work becomes his self-revelation to the universe. "Stir up" the gift, says Paul to Timothy; the

figure refers to the kindling of coals on the hearth wrapped up in the ashes. Uncover it to the air, lay on the fuel, blow it; a flame will leap upward in the dark.

Let it Develop:

I did not say develop it, but let it develop. Feed it. Associate with masters who have the gift which you think you have discovered in yourself; do this in books, in conversation, in school, in daily life, every chance you have. Let it glow in your mind, on walks, in your bed at night, at religious meetings, in the silence, under music, everywhere. Strive for a glimpse into the career along which its attainment will lead you. Pray yourself into a love of such a career. Pile fuel upon the young flame. Let it blaze.

Keep all the other elements of your being in harmony with it. The peak can not stand without a base. It is sometimes well not to find out what your peculiar gift is too early in life. Be concerned to make a man more than to show a gift.

Use your gift. You will make many mistakes before you come into full possession of it. School is an artificial means for saving us from the fatal results of life's early necessary mistakes. We work here with guidance where there will be the least possible waste from errors. Get all you can out of your course of study in college. Plunge into the contests of your school days. Here you can use your gifts without hurting yourself or the world.

Find Full Use For It:

Do not try to use it all for your own self. You are so small that you can not furnish enough room or motive to develop it. A developed gift is in the way of a selfish man. He would be happier without it. It becomes a tumor in his moral nature; a wart; an ingrowing nail. No fully

trained gift can be confined to one life. The song must go beyond the bird; the water must flow beyond the spring; the light must gleam beyond the sun. Finger nails growing in a closed hand would drive one to despair with pains; a gift growing in a closed life plunges one into remorse.

Our only escape from the abuse of an unusual gift of any kind is to put it to work for all men. "But desire earnestly the greater gifts. And moreover a most excellent way I show unto you. If I speak with the tongues of men and of angels, but have not love, I am become sounding brass or a clanging cymbal." Here is the province of religion; it produces self-sacrifice; it removes the bounds of selfishness; it gives room for the use of developed gifts; it gives manhood full play. It furnishes motive power to sustain a man in the tedious processes of developing his gifts by assuring him that there is a sphere large enough for their full play in the midst of men and for God.

Report of Trustees of Wake Forest College to the Baptist State Convention, December 8, 1910

Under the Divine blessing the work which this Convention began at Wake Forest nearly seventy-seven years ago has been maintained during the past year with good success. At a number of points distinct advance has been made, and the Board of Trustees are grateful to the Convention for the opportunity of presenting here the year's record.

Interest centers in the students of the College. A larger number have entered the present session than ever before, the total enrollment standing at this date at 375. Their spirit and work as a body are fine. There has been less serious trouble with any of them than in many years past. The College pastor reports that the religious tone of the Institution is firm, and the various agencies which minister to the religious life of the students are doing excellent work. Dr. W. C. Tyree conducted a helpful series of meetings in the College October 3d to October 14th. Room was made in the daily schedule for two sermons a day, and the Faculty did not consider that the proper work of the College was in any sense displaced or interfered with by that arrangement. Dr. Tyree preached with simplicity, earnestness, and great power of direct appeal. The health of the students is cared for by two College physicians with a well-equipped hospital in charge of a trained nurse, and by a gymnasium in which regular work is required of all students. The fall term has been remarkably free from serious illness.

The Convention will be pleased to know that at the last annual meeting of the Board the salaries of the professors

were increased and two chairs were added to the sixteen already established—a Professorship of English Language and a Professorship of Physiology. Dr. Edward Payson Morton, of the University of Indiana, was appointed to the English position for the present session and Dr. W. T. Carstarphen, a Wake Forest graduate and practicing physician, was appointed to the position in the Department of Medicine. Besides the extension and improvement in the courses of these departments made possible by the strengthening of their faculties, a full year has been added in Latin, and a course in Engineering.

In the catalogue issued in April last the Faculty announced a general re-organization of the courses leading to the B.A. and B.S. degrees. The new plan of studies is believed to restrict the abuse of the elective system, bring the College course into closer relation with the life career, and import into the entire work of the student the interest and value of the life-career motive. The Wake Forest Law School is recognized as the largest and most successful in the State. The School of Medicine, giving only the first two years of the medical course, has during the past year been commended by the highest authority in that matter in a way greatly to gratify the friends of the Institution. We report, moreover, important progress in the closer articulation of the College courses with those of the high schools and academies of the State. Meredith College and Wake Forest College agree upon practically identical entrance requirements.

The resources of the College have been notably enlarged since our last report to the Convention. Collections on the new Endowment Fund have progressed throughout the year. From December 1, 1909, to December 3, 1910, they aggregate, without the pro rata contribution of the General

Education Board, \$21,526.88. When the gift of the General Education Board is added, the amount becomes \$28,702.50. The panic of 1907 greatly enhanced the labor of rounding up the subscriptions to the \$150,000 Endowment Fund and pushed the payment of the larger part of them down into 1910 and very many into the last month when payment could be made. And so it turns out that a large amount remains yet to be paid before December 31st. This great movement may still be carried forward to complete success, if all the friends of the College unite in a practical consecration to this worthy end.

WILLIAM LOUIS POTEAT,
President.

For the Board of Trustees.

Faculty Personals

In the *Dial* (of Chicago) for January 16, occurs a five column review by Dr. Edward Payson Morton, of the School of English, of Straus' "Robert Dodsley, Poet, Publisher, and Playwright." It may be explained that Dodsley was quite an important person in literary circles in the London of the eighteenth century, but has been curiously neglected by literary historians. Dr. Morton, while commending the general carefulness of Mr. Straus, makes as many as twenty-six corrections and additions, showing his own familiarity with the literature of the period.

On the 25th of November Dr. Charles E. Brewer, of the School of Chemistry, made an educational address before the public and graded schools of East Durham, and on the 4th of December he made a Thanksgiving address at Mann-dale. He was re-elected one of the Recording Secretaries of the Baptist State Convention, at the session in Hendersonville, December 6th.

Dr. Charles E. Taylor, Professor of Philosophy, delivered the chapel address on the occasion of the anniversary of the birth of Robert E. Lee, January 19th. It was marked by a striking beauty of form and sentiment. Dr. Taylor preached the morning sermon January 22d in the absence of the College Pastor, Rev. Walter N. Johnson, in Durham. At the request of the Faculty and Trustees he has resumed the oversight of the College Campus, whose present beauty is largely due to his interest and taste.

Professor James L. Lake, of the Chair of Physics, attended the golden wedding anniversary of his father and mother at Upperville, Va., on the 15th of December, and remained with them for the holidays.

Dr. Willis R. Cullom gave a course of lectures in the Sunday School Teachers' Training Institute in Richmond, Va., November 28 to December 2. The subject of the course was "The Fall and Restoration of Israel." This course of five lectures was repeated at Dunn, N. C., before a similar body of Christian workers, January 19-22. During the Richmond engagement Dr. Cullom preached for the Second Baptist Church of that city.

Dr. John Brewer Powers, of the Department of Medicine, made a visit to New York City during the holidays, and completed arrangements for a course of special studies in Pathology during the summer vacation.

After a strenuous campaign Dr. E. W. Sikes, of the Chair of Political Science, was on the 8th of November elected Senator for Wake County. The official returns show his vote to have been 3,398, while his two opponents received, Republican 1,864, Independent 688, aggregating 2,552. Dr. Sikes' majority, therefore, was 846. His class work was not interrupted by the campaign and, with a special schedule of recitations now that the General Assembly is in session, he has missed in all so far only one recitation on account of undertaking this civic obligation. He is on the following important committees in the Senate: Education, Finance, Appropriations, Constitutional Amendment, Public Health, and Insane Asylums, of which he is Chairman.

On the 9th of November President Poteat made an address at the Baptist Congress in session at Augusta, Ga., on "The Place of Prayer in the Modern World View"; November 19th he spoke to the Book Club of Wilson, N. C., on "Culture and the Scientific Revolution"; and the next

day addressed the Wilson Baptist Church; on the 8th of December he read the report of the Wake Forest Board of Trustees to the Baptist State Convention, following the report with an address on "Wake Forest in the Present Educational Situation." In conformity with the vote of the Convention the address was published in the *Biblical Recorder*, December 28th. He attended December 15-17 in Washington the meeting of the Association for the Judicial Settlement of International Disputes, and, under the commission of the Governor of the State, the annual meeting of the National Civic Federation in New York City January 12-14th, publishing his report to the Governor in the *News and Observer* January 24th. He made two addresses in Smithfield, N. C., January 29th. The leading article in the January number of the *Review and Expositor* is from his pen, the subject being "The Scientific Presumption Against Prayer."

For several weeks, closing December 1st, Professor J. Henry Highsmith, of the Department of Education, conducted a class in vocal music, at the request of twenty students. He led also in the fall a volunteer class of thirty-eight men in Sunday School methods to whom diplomas were presented at the session of the Wake Forest Sunday School, December 11. There will be another such class during the spring term. Professor Highsmith has made the following addresses: At Clement's Academy, September 23, "The Improvement of the Sunday School"; at Wakefield Church, October 2, "Missing the Prize of Life"; at Perry's Chapel Union Meeting, October 30, "The Work of the Baptist Young People's Union"; at Henderson, November 13, "The Organized Sunday School Work"; at Castalia High School, November 24, "The Widening Sphere

of Education"; at Warren Plains, December 4; at the Second Baptist Church, Goldsboro, December 18, two addresses.

Dr. W. T. Carstarphen, Professor of Physiology, was present for his new work at the opening of the spring term. His laboratory and professional office are on the third floor of the Biological Laboratory, though he will do the Physiological Chemistry laboratory work in Lea Laboratory. Dr. Carstarphen and family are occupying the residence known as the Thompson house just across the street from the Biological Laboratory.

At the first meeting of the Faculty after Professor J. B. Carlyle resumed his place as the head of the Department of Latin following the completion of his campaign for the larger endowment of the College, the following resolution was adopted:

Resolved, That the Faculty heartily greet Professor Carlyle on the resumption of his class work, and with high appreciation congratulate him on the faithful and highly successful labors by which more than one hundred and seventeen thousand dollars have been added to the endowment.

It will be remembered that on December 6, 1906, the Trustees of the College requested Professor Carlyle to undertake the work of raising the \$112,500 to meet the offer of the General Education Board to add \$37,500. On December 31, 1907, the total amount had been subscribed, but since that time Professor Carlyle has been occupied with the collection of these subscriptions, in which work he has been ably assisted by Bursar E. B. Earnshaw.

On the 9th of January the Faculty recorded its warm appreciation of the energetic and efficient labors of Mr. Elliott B. Earnshaw, Secretary and Bursar, in collecting endowment notes. Particularly during the last fall term

has his office presented a scene of great activity and business dispatch, and much of the success actually achieved is due to the vigor and intelligence with which he pressed the collection of subscriptions.

Among the Alumni

Dr. Arch C. Cree (M.A., 1898) completed last September the first year of his pastorate of the First Baptist Church of Moultrie, Ga. An interesting anniversary program was provided September 11th, when a report of the work of the year was read most creditable to the pastor and his people. The total membership of the church is 648, and the per capita contributions amounted to \$35.37.

Mr. Samuel Clement Howard (M.A., 1904) is to be congratulated upon his marriage, September 29th, to Miss Annie Cole at her home near Oxford, N. C. Mr. Howard is a public spirited and influential farmer of Granville County.

It is interesting to note that the three men highest in official position in North Carolina as attorneys are all Wake Forest men, namely, Honorable Thomas Walter Bickett, Attorney-General (B.A., 1890); Honorable Herbert Floyd Seawell, United States District Attorney, Eastern District of North Carolina (1889-91), and Honorable Isaac M. Meekins, Assistant District Attorney, Eastern District of North Carolina (LL.B., 1896).

On the 28th of December last the Carteret County Chapter of the Wake Forest Alumni Association was organized in Morehead City as follows: President, Chas. T. Bell, Morehead City; Vice-President, James Morris, Atlantic; Secretary, Claude Wheatley, Beaufort; Treasurer, U. E. Swann, Beaufort.

The following gentlemen, not named above, are embraced in the membership: G. W. Davis, M.D., M. L. Davis, Chas. W. Davis, Jerry Thomas, Murry Thomas, of Beaufort, D. G. Bell, John G. Bell, Rev. Theo. B. Davis, C. R. Willis, W. M. Willis, W. J. Wyatt, Norman R. Webb, of Morehead City. The organization was effected after a delightful banquet served in the hotel when these gentlemen made addresses: Senator M. L. Davis, on "Athletics at Wake Forest"; Mr. Chas. T. Bell, on "Wake Forest in Public Life"; Mr. Claude Wheatley, on the "Law Department," and President Poteat, who delivered the greetings of the Alma Mater. Rev. Mr. T. B. Davis was toast-master.

Mr. George E. Hunter (1878-81) died at his home in Raleigh, N. C., on the 2d of January, 1911. He was one of the most respected and useful citizens of that city. In the late strenuous political campaign in Wake County he was chairman of the executive committee which won out. He represented the State in the Board of Directors of the State's Prison. The funeral service was held in the First Baptist Church, of which body he was a member, Rev. Livingston Johnson and President R. T. Vann participating, and the interment was in Oakwood Cemetery, January 3d.

Wake Forest men are giving themselves to the service of the State in increasing numbers. In the General Assembly of 1909 they numbered twenty-six Senators and fourteen Representatives. In the present General Assembly they number twenty-eight—eight in the Senate, and twenty in the House, one of them, Mr. William Carey Dowd, of Charlotte, the unanimous choice of the Democratic caucus, being

electd Speaker of the House by the flattering vote of 96 out of the total membership of 120. The names and their districts follow:

THE SENATE.

M. L. Davis, Eighth District.
F. P. Hobgood, Jr., Twenty-first District.
B. T. Holding, Seventh District.
R. D. Johnson, Tenth District.
A. P. Kitchin, Fourth District.
V. B. Martin, Second District.
E. W. Sikes, Sixteenth District.
J. M. Wagoner, Thirty-fifth District.

THE HOUSE OF REPRESENTATIVES.

L. H. Allred, Johnston.
R. L. Brown, Stanly.
J. L. Cornwell, Nash.
B. A. Crumpler, Sampson.
W. A. Devin, Granville.
W. C. Dowd, Mecklenburg.
W. R. Johnson, Bertie.
W. H. McNeill, Moore.
T. J. Markham, Pasquotank.
B. W. Parham, Davidson.
W. S. Privott, Chowan.
W. Reavis, Yadkin.
H. C. Richardson, Rutherford.
E. G. Roberts, Buncombe.
T. H. Rodwell, Warren.
J. C. Sikes, Union.
J. F. Spainhour, Burke.
J. T. Thorne, Pitt.
W. H. Weatherspoon, Scotland.
E. R. Wooten, Lenoir.

Mr. F. D. Swindell (LL.B., '05), of Wilson, delivered the address to the Daughters of the Confederacy of that city on the occasion of the anniversary of the birth of Rob-

ert E. Lee. The address is published in full in the *Daily Times* of Wilson, January 20th, and as an appreciation of the great hero it is admirable in both sentiment and form. Mr. Swindell is engaged in the practice of law.

Rev. Oscar Ernest Sams (B.A., 1898), pastor of the Riverton Avenue Baptist Church of Lynchburg, Va., is to be warmly congratulated upon the dedication of a new church building representing the cost of \$50,000, on the 15th of January, 1911. During his pastorate beginning May 11, 1906, the membership of the church has been extended from 200 to 475, with a corresponding increase in the attendance in the Sunday School.

Mr. Samuel Frederick Wilson (LL.B., 1907), of Athena, Oregon, associated now with Mr. Thomas Herman Beverly (B.A., 1907), of Portland, Oregon, in the practice of law, is the president of the First National Bank of Athena, which shows deposits to the amount of \$197,000. Mr. Wilson was during the past year one of the most influential men in the political field in his State.

Rev. George Washington Griffin ('92-97) is located in Denver, Colo.

Dr. James Finch Royster (B.A., 1900), of the Department of English in the University of North Carolina, has published through the *University Press* "A Middle English Treatise of the Ten Commandments, Part I—Text and Notes." Part II, which is promised later in the year, will contain an introduction discussing the scribe, the form, the *exempla*, and the language of the Treatise. The text which is printed in this publication was transcribed by Dr. Royster in June last at the Bodleian Library, Oxford, England.

Rev. William F. Fry (B.A., '99, M.A., '01) and Rev. Charles T. Ball ('07), in addition to their work in Simmons College, Abilene, Texas, are respectively editor and managing editor of the *Western Evangel*, a Baptist weekly newspaper published at Abilene.

Mr. Thomas Dixon's (B.A., 1883) new novel, "The Root of Evil," was issued in the present month by Doubleday, Page & Company. The illustrations are by Mr. George Wright. The price is \$1.20. "Has a woman who turns from a great love to marry for money a soul? If she can deliberately break the heart of a lover, will she not commit murder when put to the test? What is the true source of crime?" These, says Mr. Dixon, are some of the questions which are raised by the story.

Rev. James Franklin Love (1884-6), D.D., Field Secretary of the Home Mission Board of the Southern Baptist Convention, at present located at Dallas, Texas, published the last of the preceding year through the Revell Company a volume bearing the title "The Unique Message and Mission of Christianity." After an introductory chapter of a general nature, there follow chapters on seven peculiar doctrines of Christianity which are deemed to be fundamental as well as unique. Dr. Love writes with clearness and with insight into the meaning of the Gospel.

Dr. David Richard Wallace, of Waco, Texas, is the oldest living graduate of Wake Forest College. His B.A. degree he received in 1850, and his M.A. in 1852. In 1875 Baylor University conferred upon him the degree of LL.D. His M.D. he won from the University of New York. He served as surgeon during the four years of the Civil War in the Confederate States Army, and for a number of years following the close of that war he was the honored Super-

intendent of the Texas Asylums for the Insane. THE WAKE FOREST COLLEGE BULLETIN joins in a wide circle of admiring friends to congratulate him upon his eighty-fifth birthday, November 10, 1910. The *Tribune*, of Waco, in the issue for November 12th, has this to say about the interesting occasion:

The *Tribune* is glad to join with his friends and neighbors in tendering congratulations to Dr. David R. Wallace, venerable and honored citizen of Waco. For on Thursday, November 10, Dr. Wallace completed eighty-five years of life and has entered on his eighty-sixth year. The anniversary found him in what may be called good physical health, his advanced years considered, and as bright and robust as to mentality as in any year of his life—and there are few men in Texas who rank with Dr. Wallace in intellectual attainments, in learning and in the full, rich experience and judgment of a busy and useful life. He spent the day quietly at his home on Austin Avenue, with his estimable wife and other members of his family and from many friends here and elsewhere he received congratulations and affectionate esteem. Dr. Wallace, a North Carolinian by birth, has resided sixty years in Texas and a half century of that time in Waco. May he be with us as long as life is pleasant to him.

Record

During the last few months Professor Crozier has added materially to the equipment of the College Gymnasium. For example, there are new mats, a new set of wands for drill work of the classes, and a new coating of wax for the floor.

The organization of the Wake Forest Missionary Society, meeting the evening of the first Sunday of each month, was effected for this session in October as follows: President, Professor J. Henry Highsmith; Vice-President, Mr. Robert B. Powell; Financial Secretary and Treasurer, Mr. J. M. Cheek; Recording Secretary, Mr. A. B. Combs; Corresponding Secretary, Mr. Gordon Poteat.

In mass-meeting in December the student body appointed the following gentlemen as an Honor Committee "to handle all cases of cheating, both on examinations and on quizzes": A. B. Combs, Chairman; E. A. Harrill, J. B. Cople, H. W. Huntley, S. C. Garrison, J. M. Cheek, J. B. Vernon, C. R. Sharpe, J. C. Jones, C. O. Bridger, and E. W. Lane. The committee includes representatives of all the classes in College—the Chairman from the graduate students, six members from the Senior Class, two from the Junior Class, one from the Sophomore Class, and one from the Freshman Class who is elected at Christmas to serve till the following Christmas. This Honor Committee is distinct in composition and jurisdiction from the Student Senate, on which see BULLETIN, Autumn number, page 220.

The fall Senior Speaking was had on the evening of November 17th. The program follows:

F. M. Huggins, "Good Roads."

H. A. Wallin, "The American Spirit in the March of Civilization."

J. M. Cheek, "The Higher Conservation."

R. A. Sullivan, "The New Nationalism."

G. L. Bailes, "The Basis of Power."

J. A. Ellis, "The World's Greatest Battlefield."

The speakers were presented in this order by the President of the College.

The monitors for the chapel service, chosen from the list of Assistants are: H. B. Conrad, A. B. Combs, C. T. Murchison, and J. B. Copple.

The total registration to date (January 31) is 393. It is not impossible that it will reach 400 before the close of the term. This registration is in advance of that of any previous session.

NEW ENDOWMENT.—On the 31st of December, 1910, it was found that the College had collected on the new endowment fund since the inauguration of the movement in December, 1906, the sum of \$88,348.92. When the pro rata gift of the General Education Board, one dollar to three, is added, the total result of the effort led by Professor Carlyle is seen to be the increase of the endowment of the College by \$117,798.56. In the light of all the circumstances this is conceded to be a notable achievement. The panic of 1907 pushed the maturity of such notes as we were able to secure in that hard year down to the last of the last year when payment was possible, and a larger number of subscribers than had been provided for found themselves unable to pay their full subscriptions. Moreover, the subscriptions, numbering above fifteen hundred in all, were made for the most part in small amounts, from fifty cents to five thousand dollars, and the high cost of living has fallen heavily upon the

large majority of these loyal friends of the College, many of whom have affirmed anew their settled purpose to meet their obligations to this endowment fund. Besides, Professor Carlyle's personal efficiency in the collection of subscriptions was impaired by a persistent bronchitis which kept him at home for practically the whole of the most critical period of the movement.

Mr. Roy Sanders, of Monroe, N. C., died of organic lesion of the heart the night of December 18th, in the College Hospital. His mother, Mrs. O. M. Sanders, his sister and brother were at his bedside. He had suffered a number of acute attacks in the past few years, and it had been noticed that they were progressively more serious. He was in his nineteenth year, was a member of Meadow Branch Baptist Church in Union County, and had shown throughout this first term of his college career his genuine interest in religion. The body was accompanied to its interment in Monroe by a detail of his college mates and by his uncle, Dr. E. W. Sikes, of the Faculty.

The following facts are gathered from Dr. Cullom's report of the Education Board to the Baptist State Convention last December: There are seventy men preparing at Wake Forest for the Gospel ministry, and four to be medical missionaries. Fifty-eight ministers and two prospective medical missionaries are receiving aid from the Board of Education. Fourteen come from Buie's Creek, eight from Cary High School, six from Mars Hill, five from Leaks-ville-Spray, three from Winterville, two from Haywood Institute, and one each from Salemburg, Murphy, Manndale, Sandy Creek, Wingate, Fair View, Wallburg, Yadkin Valley Institute, Orrum, and Pee Dee Institute, while seven are from State and private schools and the remainder from

schools outside North Carolina. The total receipts of the Board for the year were \$5,875.95, and a good balance was reported in the hands of the treasurer of \$1,357.58.

WAKE FOREST COLLEGE.

(*The Biblical Recorder*, December 14, 1910.)

Before the three great topics set for Thursday evening came up for consideration, Dr. Willingham in fervent prayer led us to the Throne of Grace and the Asheville Quartette bore us upward on the wings of heavenly song.

The report of the Wake Forest Trustees was read and President Poteat made one of his greatest educational addresses. It culminated in a plea for the denominational college as a factor in the educational life of the State. The non-State colleges send out every year twice as many trained men as the State institutions. Comparing the tuition fees collected, for example, at Chapel Hill and Wake Forest, it is shown that the University requires four times the expenditure for twice as many students as at Wake Forest. We do not resist the State's right to make appropriations to higher education, but we do object to State monopoly of education; and we object for the sake of the State itself, for the sake of the children of the State, and for the sake of the non-State colleges.

AGAINST THE BOND ISSUE.—At the close of Dr. Poteat's address the following resolution, offered by Rev. Livingston Johnson, was unanimously adopted:

Whereas, We learn that an effort will be made to have the next Legislature pass a bill for the benefit of the State colleges; and,

Whereas, We do not oppose a reasonable appropriation for the support of these institutions; but,

Whereas, They are now receiving liberal appropriations amounting to \$174 per pupil, while the common schools receive but \$5 per pupil; and,

Whereas, The denominational colleges which are educating twice as many young men and women as the State colleges, are forced to increase their endowment to meet the condition created by the present appropriations to the State colleges; and,

Whereas, The large appropriations to these State institutions, made possible by a bond issue, would seriously cripple our denominational colleges; therefore, be it

Resolved, That we, the delegates to the Baptist State Convention, a body representing 220,000 Baptists, do most earnestly protest against any abnormally large appropriation, such as certainly would follow a bond issue.

Announcements

The Wake Forest College Hospital has space over and above the requirements of the student body of the College. This extra space is available for outside patients. The charges are reasonable, the equipment is good, and the professional service is efficient. Correspondence on the subject may be addressed to the President of the College or to Dr. John B. Powers, Superintendent.

Work is already begun on the Catalogue number of THE BULLETIN, and it may be expected from the press by the first of April. It is very cheerfully sent to any one upon request. It will show no material change in the courses of study, except that Elementary French and Elementary German will not hereafter count in the requirements for degrees, but may be offered in place of two units of entrance Latin in the courses which require no college Latin.

The anniversary of the Philomathesian and Euzelian Literary Societies is one of the most interesting events of the college year and always attracts a large number of visitors. It falls this year on the 17th of February, and it is hoped that many members of the General Assembly, which will be in session at that time, will be present. The query for debate at 2:30 p. m. is a live one at this time—the question of the popular election of United States Senators. The affirmative debaters are Messrs. J. B. Eller and C. R. Sharpe; the negative, Messrs. C. T. Murchison and B. V. Ferguson. The orations in the evening will be delivered by Mr. W. G. Moore, of Caldwell, and Mr. J. P. Tucker, of Buncombe.

The closing debate of the series with Davidson College will occur in Greensboro the evening of Easter Monday, April 17. The question, which was proposed by Wake Forest, is, "Resolved, That the United States Should Fortify the Panama Canal." Davidson chose the negative. There will be a preliminary debate here for the choice of the Wake Forest team.

The Commencement program is now complete. Dr. Harry Emerson Fosdick, pastor of the First Baptist Church of Montclair, New Jersey, will preach the Baccalaureate Sermon on the evening of Wednesday, May 17, and deliver the Literary Address on Thursday morning following. On the evening of Thursday the Alumni Address will be made by Congressman E. Y. Webb, of Shelby. At eleven o'clock on Friday, the 19th of May, there will be orations by six representatives of the graduating class in competition for the A. D. Ward Medal, followed by the conferring of degrees, the President's Baccalaureate Address, and the closing exercises of the session.

NEW SERIES

APRIL, 1911

VOL. VI. No. 1

BULLETIN
OF
WAKE FOREST COLLEGE



CATALOGUE
SEVENTY-SIXTH SESSION
1910-1911

Published quarterly by the Trustees of Wake Forest College

Entered at Wake Forest, N. C., as second-class matter, under
Act of Congress of July 16, 1894.







THE CAMPUS.

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College Calendar

For Session 1911-12

September 5—Beginning of the Session.

September 15—Applications for degrees submitted.

October 2—Last day for settlement of College fees for Fall Term.

October 6—Subjects of Senior and Junior Theses submitted.

October 13—Senior Speaking and Reception by the Senior Class.

October 28—Removal of entrance conditions.

December 14-22—Fall Term Examinations.

December 23—January 1—Christmas Holidays.

January 2—Beginning of Spring Term.

February 1—Last day for settlement of College fees for Spring Term.

February 16—Anniversary Celebration of Literary Societies.

March 8—Senior Speaking.

March 16—Examination for removal of conditions by applicants for degrees.

March 23—Removal of entrance conditions.

April 6—Last examination for removal of conditions by applicants for degrees.

Easter Monday—Holiday.

May 1—Senior and Junior Theses submitted.

May 6-15—Spring Term Examinations.

May 15—Wednesday, 10 a. m., Annual Meeting of the Board of Trustees. 8:30 p. m., Baccalaureate Sermon.

May 16—Thursday, 11 a. m., Annual Literary Address. 8:30 p. m., Address before the Alumni.

May 17—Friday, 11 a. m. Commencement Day. Addresses by representatives of the Graduating Class and Closing Exercises of the Session.

Schedule of Examinations

December 14-22, 1911, and May 6-15, 1912

5.

9 a. m.-12 m.

FIRST DAY.

2-5 p. m.

Latin 2.

English 3.

N. C. History.

German 2

Philosophy 1.

Greek 3.

Surveying 2.

SECOND DAY.

Astronomy

Education 1.

Biology 1.

Education 5.

French 2.

Greek 2.

THIRD DAY.

English 1.

Greek 0.

English 2.

History 2.

English 5.

Physics 2.

Spanish 2.

FOURTH DAY.

Government.

Bible 1.

Physics 1.

Philosophy 2.

Spanish 1.

Sociology.

FIFTH DAY.

Chemistry 2.

Bible 3.

Greek 1.

German 3.

History 1.

Education 2.

SIXTH DAY.

Biology 2 and 3.

English 6.

Education 3.

Greek 4.

German 1.

Latin 1.

Latin 3.

Physics 3.

Political Economy 1.

SEVENTH DAY.

Mathematics 1.

Bible 2.

Mathematics 2.

Biology 4.

Latin 4.

Mathematics 0.

EIGHTH DAY.

Chemistry 1.

Biology 5.

English 4.

Latin 0.

French 1.

Surveying 1.

NOTE.—Examinations in Law and Medicine are held as the subjects are completed in those Departments.

History

ORIGIN.

During the first quarters of the 19th century there were few schools in North Carolina. The State University was the only institution of higher learning. The efforts to organize a public school system had proved futile. During this period there came into North Carolina several well-trained young Baptist ministers, among whom were Samuel Wait, Thomas Meredith, and John Armstrong. They found the Baptists of the State numerous, but without organization or educated leadership. Under the influence of these men was organized in 1830 the Baptist State Convention, one of whose chief purposes was the preparation of young men "called to the ministry." There was no school under Baptist control to which such young men could be sent. There were in the State, however, schools taught by Baptists. These young men were sent to them, and their expenses were borne partly by the Convention. The need of a Baptist school was urgent. At the second annual session of the Convention, in 1832, a committee was appointed to plan such a school.

WAKE FOREST INSTITUTE.

This committee purchased the farm of Dr. Calvin Jones, seventeen miles north of Raleigh. It contained 615 acres and cost the sum of \$2,500. Manual labor schools were popular at that time. The Baptists of Virginia, South Carolina, and Georgia were adopting the system. The Convention committee thought that the system would suit the needs of North Carolina, and upon their application the Legislature of 1833 grudgingly granted a meager charter for a manual labor and classical school under the name of

"the Wake Forest Institute." Samuel Wait was chosen principal. The Convention placed the entire management of the property in the hands of a self-perpetuating Board of Trustees. In February, 1834, Principal Wait opened the Institute with sixteen students. For several years the only buildings were those of the farm. For the first year Principal Wait was the only teacher. Others were added as the institution grew. For five years the manual labor feature was continued, but without success. The number of students, however, increased rapidly for two years, reaching 143, and then fell off to 41. In 1838 the manual labor feature was abolished and the Institute was rechartered as Wake Forest College.

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BEGINNING OF THE COLLEGE.

The equipment of the farm, the erection of a proper building, and the annual deficit made a debt that hampered the institution for its first fifteen years. The period 1837-1839 was one of financial panic. Subscriptions were not paid, patronage diminished, and the debt increased. The educational spirit was not strong enough to remove these obstacles. The trustees, desiring none to be turned away, maintained a faculty of men well trained in the universities of the North, and continued to hope for better days. President Wait spent much of his time in the field endeavoring to collect funds to meet obligations. Money was borrowed from the Literary Fund of the State, but soon all these obligations became due. Finally in 1849, through the efforts of James S. Purefoy, William Crenshaw, George W. Thompson, and a few other devoted friends of the College, the incubus of an increasing debt of \$20,000 was removed. Many years were yet to follow before the income would be sufficient to meet the expenses of the institution.

FACULTY.

The early Faculty was composed of New England men. Most of them had been graduated from Brown University while Dr. Francis Wayland was President. These men brought high ideals of scholarship and character. Others of the Faculty were graduates of Columbian College, Washington City. Even the Wake Forest Institute had a Faculty composed of graduates. Upon the resignation of President Wait, in 1845, he was succeeded by Dr. William Hooper, one of the most scholarly men in the South. Later the University of North Carolina and Wake Forest Institute contributed to the teaching force. In more recent years Johns Hopkins University, the University of Chicago, Cornell University, the University of Virginia, and Columbia University have furnished teachers. The Faculty now consists of nineteen professors, two associate professors, eight instructors, and nine assistants, aggregating thirty-eight men in the various departments of instruction.

ADMINISTRATION.

Samuel Wait, 1834-1845.—Samuel Wait was the only Principal of the Institute and first President of the College. His administration covers the initial period from February, 1834, to June, 1845. His zeal and industry were untiring. It was necessary to whitewash slave cabins and use them for dormitories. Beneficent institutions were not yet popular in the State. A division in the denomination on these questions was about to take place. There was no trained ministry to uphold his hands. The manual labor idea was an experiment in the South, and the experiment had failed. There were no loyal alumni as yet to rally to the support of the institution. President Wait's influence was strong among the most enlightened and progressive, but these

were few. There were not a few Baptists who declined to patronize the institution. The growing debt suggested ultimate failure of the enterprise. In 1836 the enrollment reached 143, but in 1843 it had dropped to 41. In January, 1844, President Wait resigned, but his resignation was not accepted. In 1845 he resigned again, and his resignation was accepted to take effect in June, 1845. He was at once elected President of the Board of Trustees, which position he held for twenty-one years. He loved the College with a tender devotion, as is shown by his letter of resignation.

William Hooper, 1845-1849.—President Wait's successor was Dr. William Hooper, the grandson of William Hooper, signer of the Declaration of Independence; a graduate of the University of North Carolina, and a student of theology at Princeton. In 1845 he was teaching in South Carolina. The Trustees had long been anxious to have him in the College. He had taken great interest in building up the institution, and was elected the first president of the Board of Trustees. He had also been elected Professor of Moral Philosophy in 1834, but had declined. Now when the presidency was tendered him he accepted. To this position he brought polished scholarship and fine rhetorical powers, but these were not the needs at this critical juncture. What was most needed was a financier, for financial embarrassments were crippling the institution. Dr. Hooper became despondent and resigned at the end of 1848.

John B. White, 1849-1853.—Dr. Hooper was succeeded by John B. White, Professor of Mathematics and Natural Philosophy. Professor White had been with the institution for eleven years. He had been graduated from Brown, had studied law, had taught in the schools of New England, and in 1838 came to Wake Forest. President White administered the internal affairs of the institution.

The finances of the College were largely entrusted to James S. Purefoy. The debt had now become acutely embarrassing—especially to men who, like William Crenshaw and James S. Purefoy, had assumed the responsibility for its payment. It was during White's administration that relief was obtained. In 1853 President White resigned and returned to Illinois, where he took charge of an institution for girls.

Washington Manly Wingate, 1854-1879.—After the Trustees had failed to secure the services of several men elected, they chose Washington Manly Wingate president. This administration was a long one, extending to 1879, when President Wingate died. The threefold object of this administration was the raising of endowment, the abolition of the preparatory department, and the establishment of scholarships. The war interrupted these plans. The personality of the President and his gifts as preacher and man won many active friends for the College. He was the first to bring the College home to the people and place it on their hearts. He traveled and spoke much, and at the time of his death the future was hopeful. Strong men had been brought into the Faculty, but the expansion was greater than was warranted by income. It was during this administration that Wake Forest began really to be generally felt in the life of the Baptist denomination. The spirit of the President provoked no opposition; students felt the power of his personality, and its influence extended throughout the entire denomination.

Thomas Henderson Pritchard, 1879-1882. — Dr. Thomas H. Pritchard was President Wingate's successor. This administration was brief, ending in 1882. President Pritchard determined to increase the patronage of the institution, and this he did by speaking in nearly every county

in the State. He found the enrollment 117, but he left it 169. Dr. Pritchard's short administration did much to popularize the cause of general education in North Carolina.

Charles E. Taylor, 1884-1905.—For the two years next following Dr. Pritchard's resignation the administrative duties of the College were discharged by Professor William B. Royall, of the Chair of Greek. In 1884 Charles E. Taylor, Professor of Latin, was chosen president. His work as agent for the endowment and his scholarly attainments had already been felt in the institution. His administration extended from 1884 to 1905. It was probably the most notable administration in the history of the College. The work done is destined to be permanent and far-reaching. President Taylor came to Wake Forest in 1870 as an assistant in Latin and German; in 1871 he was made Professor of Latin, and in 1884 Professor of Moral Philosophy and History. He found the College with a meager endowment of \$40,000; when he left the presidency the endowment was more than \$210,000. The strong feature of his plans for endowment was the policy to secure cash rather than notes and subscriptions. He became President of a Faculty of six professors and one tutor; in 1905 the Faculty numbered seventeen professors and six assistants. The enrollment increased from 161 to 328. The equipment, also, was greatly improved. The Lea Laboratory and the Gymnasium were erected, the Alumni Building was projected and the other buildings were remodeled and improved. The campus was beautified, passing from an old field of gullies and pines into a park. In accepting the presidency, Dr. Taylor had declared that he "might not make Wake Forest a large institution, but he hoped to make it a good one." How well he succeeded the loyalty of alumni and friends speaks in strong terms.

William Louis Poteat, 1905.—Dr. Taylor resigned the presidency in 1905, and Dr. William Louis Poteat, of the chair of Biology, was elected to succeed him. This administration is, accordingly, in its sixth year.

ENDOWMENT.

During the first fifteen years of its history the College had no endowment. In 1849 the first money was given for this purpose. Mr. Barclay Powers, of Warren County, gave James S. Purefoy ten dollars for endowment. In 1852 the trustees resolved to raise fifty thousand dollars. In October of that year W. M. Wingate, of the class of 1849, was elected agent. In two years he raised thirty-seven thousand dollars in subscriptions. By 1854 there were forty-two thousand dollars in subscriptions, with ten thousand dollars in legacies for Ministerial Education. These legacies were made by Rev. Wm. H. Merritt, of Orange County, William Warren, of Person, and John Blount, of Edenton. On some of them very little was ever realized. The affairs of the College were now in a hopeful condition, but it was realized that the method of raising endowment by the sale of perpetual scholarships did not materially improve the condition of the College. In 1856 the Board of Trustees met in Raleigh with the Baptist State Convention and resolved to raise fifty thousand dollars of unencumbered endowment. A committee was appointed, consisting of James S. Purefoy, J. J. James, W. M. Wingate, and John Mitchell. The plans of the committee were adopted by the Board of Trustees, and when the Convention reassembled President Wingate introduced the following resolution: "Resolved, that we have heard with pleasure the plan proposed by the Board of Trustees of Wake Forest College to raise an unencumbered fund of fifty thousand dollars for the endowment of Wake Forest

College." A feeling of deep and solemn interest and anxiety pervaded the entire body, as well as the crowd of spectators in the galleries of Commons Hall. As the last speaker closed, C. W. Skinner, a charter member of the Board of Trustees of 1833, subscribed five thousand dollars; R. Felton, five thousand; C. Wooten, C. D. Ellis, and President Wingate, a thousand dollars each. More than twenty-five thousand dollars were subscribed in a few minutes. No more thrilling meeting was ever held in North Carolina. An old record reads: "And surely none who witnessed it can ever forget, or cease to thank God that they were permitted to witness it." Within a year John Mitchell, the general agent of the Board, was able to report that the entire amount proposed had been subscribed. In June, 1860, there had been collected and invested forty thousand and five hundred dollars. Many subscriptions had never been paid, while others were paid later in Confederate money. With the downfall of the Confederacy went a large part of the invested funds. Out of the wreck eleven thousand and seven hundred dollars were saved, largely through the financial judgment of the treasurer, James S. Purefoy. In 1875, through the work of various agents, the invested funds amounted to twenty-five thousand six hundred and thirteen dollars and fifty-nine cents. In 1876, Professor Charles E. Taylor collected in the State about \$10,000, while Mr. James S. Purefoy traveled in the North and collected \$8,949.72. By 1880 the endowment had again reached forty-six thousand dollars, as in 1861.

In November, 1882, Professor Charles E. Taylor undertook to raise the endowment to one hundred thousand dollars. Pledges were taken on the condition that they should be null and void unless the entire amount was secured in cash by January 1, 1884. On the night of December 31, 1883, the Treasurer had in his hands an endowment of one

hundred thousand dollars. The largest contributor to this fund was Mr. James A. Bostwick, of New York, who gave ten thousand dollars. December 31st was a notable day. All day and far into the night came letters, checks, telegrams, and subscriptions, but the required amount in cash was not in hand. At 10 o'clock, Professor Taylor, W. H. Pace, W. G. Simmons, and James S. Purefoy decided that the cash condition had not been met. They thereupon pledged their own real estate by mortgage for the payment of the \$5,000 subscribed but not yet paid in. In this way the \$100,000 were secured.

In 1885 Mr. Bostwick created the Bostwick Loan Fund for indigent young men by a gift of \$12,000. In 1886, Mr. Bostwick made a gift of \$50,000. These donations were secured through Professor Taylor, who had then become President. By May, 1890, the total investments amounted to \$174,562.65. In this year it was determined to increase this fund so that the College might meet its growing needs. Mr. Bostwick generously agreed to add one-half to whatever amount, up to \$50,000, should be raised by March 1, 1891. President Taylor took the field and secured \$26,000. In this way nearly \$40,000 were added to the endowment. These funds have been carefully guarded and have increased.

At the Baptist State Convention held in Greensboro, December, 1906, the movement to add \$150,000 to the endowment was formally launched, Professor J. B. Carlyle, of the chair of Latin, being agent. The first year completed the subscription of the whole amount and added in cash \$21,832.34 to the endowment. On the 31st of December, 1910, the limit for collections on this fund, a total of \$117,798.56, had been secured. Of this amount the General Education Board, in accordance with its original proposition made to President Poteat, contributed one-fourth, or

\$29,449.64. The total endowment of the College, March 1, 1911, is approximately \$400,000. The College property, exclusive of endowment, is valued at \$188,925.

BUILDINGS.

Dormitory.—The first college building was completed in 1838,—a large, plain structure, costing \$14,000. When erected it was doubtless the best school building in North Carolina. For fifty years it was the only building and served all the purposes of the College. In its original form, the north and south wings contained each twenty-four bed-rooms, the central portion contained the Chapel, the lecture rooms, and the Society Halls.

In 1900, the central part was completely remodeled and refitted. It now contains the administration offices and lecture rooms for the Schools of Latin, Political Science, Education, and the Bible.

Library Building.—In 1878, through the munificence of Col. J. M. Heck and Mr. John G. Williams, both of Raleigh, the present Library Building was erected. The center and the lower floor of one wing are used for library and reading room. The reading room was originally equipped through the generosity of Judge Charles M. Cooke, of Louisburg. The wings contain the Halls of the Euzelian and Philomathesian Literary Societies, and the lecture room and library of the School of Law.

Wingate Memorial Hall.—On the death of President W. M. Wingate in 1879, his friends and former pupils wished to show their appreciation of his distinguished service, and deemed a memorial building a fitting monument. This building, erected with this end in view, contains the Auditorium, Leigh Hall (small chapel), the lecture rooms of the Schools of Greek and Modern Languages, and the

lecture room and laboratory of the School of Physics. The subscriptions for the erection of this building were secured by President Taylor and Rev. James S. Purefoy.

Lea Laboratory.—In 1888 the erection of a Chemical of Mr. and Mrs. Sidney S. Lea, of Caswell County. This Laboratory was made possible largely through the liberality building, one of the best of its kind in the South, contains a lecture room, private laboratory, three class laboratories, and storage room. On its roof stands the College Observatory, in which is mounted a \$1,000 telescope.

Gymnasium.—In 1900 the Trustees ordered the erection of a Gymnasium at a cost of \$12,000. The ground floor contains bathrooms, toilets, and storage rooms; the main floor contains offices, and a room eighty by fifty feet, equipped with modern apparatus. The equipment is renewed and increased year by year.

Alumni Building.—This building, completed in 1906, is equipped for the Schools of Biology and Medicine. It is three stories in height, well-lighted and arranged for laboratories and lecture rooms. The funds for its erection were secured from the alumni of the College through the agency of Professor J. B. Carlyle.

Hospital.—This building, erected in 1906, contains two wards, an operating room, a dining room, a kitchen, seven private rooms, with verandas on two sides, above and below. Subject to the needs of the student body, outside patients are received at reasonable rates.

LOCATION.

The location of the College, seventeen miles from Raleigh, in a high, gently rolling and healthful county, is most fortunate. Six passenger trains of the Seaboard Air Line stop

daily at the College. There are six mails daily. The express and telegraph offices are near the College buildings. The town of Wake Forest and the surrounding neighborhood are as free from bad influences as any in the country. The proximity of the College to the capital of the State affords many of the advantages, without the moral dangers, of city life.

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JOHN C. SCARBOROUGH, B.A., Murfreesboro.
ROSCIUS POPE THOMAS, B.A., M.D., Cofield.
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R. E. ROYALL, *Auditor of Bursar's Accounts*.

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A. D. WARD.

J. N. HOLDING.

E. W. TIMBERLAKE.

N. B. BROUGHTON.

Faculty

WILLIAM L. POTEAT, M.A., LL.D., President.

Professor of Biology.

B.A., Wake Forest College, 1877; M.A., 1889; Graduate Student, University of Berlin, 1888; Graduate Student, Woods Holl Biological Laboratory, 1893; Professor of Biology, Wake Forest College, 1883; LL.D., Baylor University, 1905; LL.D., University of North Carolina, 1906; President Wake Forest College, 1905.

CHARLES E. TAYLOR, B.Lit., D.D., LL.D.,

Professor of Philosophy.

B.Litt., University of Virginia, 1870; D.D., Richmond College, 1885; LL.D., Mercer University, 1904; Professor of Latin, Wake Forest College, 1870-1883; President, *ibid.*, 1883-1905; Professor Moral Philosophy, *ibid.*, 1884.

WILLIAM B. ROYALL, M.A., D.D., LL.D.,

Professor of Greek Language and Literature.

B.A., Wake Forest College, 1861; M.A., 1866; D.D., Judson College, 1887; LL.D. Furman University, 1907; Assistant Professor, Wake Forest College, 1866-1870; Professor of Greek, *ibid.*, 1870.

LUTHER R. MILLS, M.A.,

Professor Emeritus of Pure Mathematics.

M.A., Wake Forest College, 1861; Assistant Professor of Mathematics, *ibid.*, 1867-1869; Professor of Mathematics, *ibid.*, 1870; Bursar, *ibid.*, 1876-1906.

BENJAMIN SLEDD, M.A., Litt.D.,

Professor of English Language and Literature.

M.A., Washington and Lee University, 1886; Litt.D., *ibid.*, 1906; Graduate Student, Teutonic Languages, Johns Hopkins University, 1886-1887; Headmaster of Languages, Charlotte Hall School, Md., 1887-1888; Professor of Modern Languages, Wake Forest College, 1888-1894; Professor of English, *ibid.*, 1894.

CHARLES E. BREWER, M.A., Ph.D.,

Professor of Chemistry.

M.A., Wake Forest College, 1886; Graduate Student of Chemistry, Johns Hopkins University, 1887-1888; Ph.D., Cornell University, 1900; Professor of Chemistry, Wake Forest College, 1889.

JOHN F. LANNEAU, M.A.,

Professor of Applied Mathematics and Astronomy.

Graduate South Carolina Military Academy, 1856; M.A., Baylor University, 1869, Professor of Mathematics and Astronomy, Furman University, 1866-1868; Professor of Mathematics, William Jewell College, 1868; Professor of Physics and Applied Mathematics, Wake Forest College, 1890; Professor of Applied Mathematics and Astronomy, *ibid.*, 1899.

JOHN B. CARLYLE, M.A.,

Professor of Latin Language and Literature.

M. A., Wake Forest College, 1887; Supt. of Public Schools, Robeson County, 1887; Assistant Professor of Latin and Greek, Wake Forest College, 1887-1890; Professor of Latin, *ibid.*, 1890.

NEEDHAM Y. GULLEY, M.A.,

Professor of Law.

M.A., Wake Forest College, 1879; Member State Legislature, 1885; Member of N. C. Code Commission, 1903-1906; Professor of Law, Wake Forest College, 1894.

J. HENDERSON GORRELL, M.A., Ph.D.,

Professor of Modern Languages.

M.A., Washington and Lee University; 1890, and Assistant Professor, *ibid.*, 1890-1891; Ph.D., Johns Hopkins University, 1894; Professor Modern Languages, Wake Forest College, 1894.

WILLIS R. CULLOM, M.A., Th.D.,

Professor of the Bible.

M.A., Wake Forest College, 1892; Assistant Professor Southern Baptist Theological Seminary, 1893-1896; Th.D., *ibid.*, 1903; Professor of the Bible, Wake Forest College, 1896.

E. WALTER SIKES, M.A., Ph.D.,

Professor of Political Science.

M.A., Wake Forest College, 1891; Director of Gymnasium, 1891-1893; Ph.D., Johns Hopkins University, 1897; Member of the North Carolina Senate, 1911; Professor of Political Science, Wake Forest College, 1898.

JAMES L. LAKE, M.A.,

Professor of Physics.

M.A., Richmond College, 1882; Graduate Student in Mathematics, Johns Hopkins University, 1890-1893; Professor of Natural Science, Bethel College, 1893-1896; Fellow in Physics, University of Chicago, 1896-1898; Professor of Mathematics and Physics, Ursinus College, 1898-1899; Professor of Physics, Wake Forest College, 1899.

J. HENRY HIGHSMITH, M.A.,

Professor of Education.

A.B., Trinity College, Durham, N. C., 1900; A.M., 1902; Principal Grammar School, Durham, N. C., 1901-1904; Graduate Scholar, Teachers College, Columbia University, 1904-1906; Professor of Philosophy and Bible, Baptist University for Women, Raleigh, N. C., 1906-1907; Professor of Education, Wake Forest College, 1907.

EDGAR E. STEWART, M.D.,

Professor of Anatomy.

Student of the College of the City of New York, 1896-1900; M.D., Columbia University, 1906; Assistant Physician and Surgeon, New York House of Relief-Hospital, 1907-1908; Professor of Anatomy and Physiology, Wake Forest College, 1908.

EDGAR W. TIMBERLAKE, B.A., LL.B.,

Professor of Law.

B.A., Wake Forest College, 1901; Professor of English and Greek, Oak Ridge Institute, 1901-1903; LL.B., University of Virginia, 1905; Associate Professor of Law, Wake Forest College, 1906; Professor of Law, Wake Forest College, 1909.

JOHN BREWER POWERS, M.A., M.D.,

Professor of Bacteriology and Pathology.

B.A., Wake Forest College, 1901; M.A., *ibid.*, 1903; M.D., Columbia University, 1907; Practicing Physician, Wake Forest, N. C., 1907; Resident Physician, Bellevue Hospital, N. Y., 1908-1909; Professor of Bacteriology and Pathology, Wake Forest College, 1909.

J. RICHARD CROZIER,

Professor of Physical Culture.

Director of Physical Culture, Wake Forest College, 1904; Professor of Physical Culture, Wake Forest College, 1909.

WILLIAM TURNER CARSTARPHEN, B.A., M.D.,

Professor of Physiology.

B.A., Wake Forest College, 1897; M.D., Jefferson Medical College, 1904; Graduate Student, *ibid.*, 1910; Professor of Physiology, Wake Forest College, 1910.

GEORGE W. PASCHAL, B.A., Ph.D.,

Associate Professor of Latin and Greek.

B.A., Wake Forest College, 1892; Graduate Student University of Chicago, 1893-1896; Fellow in Greek, *ibid.*, 1899-1900; Ph.D., *ibid.*, 1900; Associate Professor of Greek and Latin, Wake Forest College, 1906.

EDWARD PAYSON MORTON, M.A., Ph.D.,

Associate Professor of English Language.

M.A., Harvard University, 1893; Ph.D., University of Chicago, 1910; Assistant Professor of English, University of Indiana, 1895-1910; Associate Professor of English, Wake Forest College, 1910.

ELLIOTT B. EARNSHAW, M.A.,

Bursar and Secretary.

B.A., Wake Forest College, 1906; M.A., *ibid.*, 1908; Instructor in Mathematics, *ibid.*, 1906-1907; Bursar, *ibid.*, 1906.

ELI PURYEAR ELLINGTON, B.L.,

Librarian.

B.L., Wake Forest College, 1886; Superintendent of Public Instruction, Rockingham Co., N. C., 18—; Librarian, Wake Forest College, 1908.

JUDSON D. IVES, M.A.,

Instructor in Biology.

B.A., Wake Forest College, 1905; M.A., *ibid.*, 1906; Assistant in Biology, *ibid.*, 1904, Instructor in Biology, *ibid.*, 1906; Graduate Student, University of Chicago, 1908; Graduate Student, Marine Biological Laboratory, Woods Holl, 1909; Investigator Beaufort Laboratory, 1910.

HUBERT A. JONES, M.A., LL.B.,

Instructor in Mathematics.

B.A., Wake Forest College, 1908; M.A., *ibid.*, 1909; LL.B., *ibid.*, 1909; Instructor in Mathematics, *ibid.*, 1908; Graduate Student, University of Chicago, 1910.

HOWARD W. HUNTLEY,

Instructor in Chemistry.

JULIUS C. SMITH,
HENRY B. CONRAD,
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ARTHUR B. RAY, B.A.,
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RALPH A. SULLIVAN,
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PHILIP P. GREEN,
Laboratory Assistant in Physics.

W. C. PETERSON,
Laboratory Assistant in Biology.

C. I. ALLEN,
WILLIAM D. RODGERS,
JAMES M. DAVIS,
Laboratory Assistants in Medicine.

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Appointments—

Professors SIKES, CARLYLE, and HIGHSMITH.

Budget—

Professors BREWER, GORRELL, and LANNEAU.

Catalogue of Students

GRADUATE.

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Benton, Homer Clingman, LL.B.....	<i>Mecklenburg</i>	6
Broughton, Joseph Melville, B.A.....	<i>Wake</i>	5
Combs, Allie Bryan, B.A.....	<i>Metcalfe, Ky.</i>	3
Critcher, Percy Vann, B.A.....	<i>Martin</i>	5
Dunn, Ashby W., B.A.....	<i>Halifax</i>	5
Edwards, Franklin, LL.B.....	<i>Southampton, Va.</i>	5
Ferrell, Ralph Harris, M.A.....	<i>Wake</i>	5
Forehand, Roy Elton, LL.B.....	<i>Chowan</i>	5
Gay, Paul White, B.A.....	<i>Northampton</i>	6
Hipps, William Handy, B. A.....	<i>Madison</i>	4
Justice, James Foy, B. A.....	<i>Henderson</i>	5
Martin, Santford, B. A.....	<i>Yadkin</i>	4
Mitchell, Blandus Grady, B. A.....	<i>Franklin</i>	5
Oates, John A., B.A.....	<i>Cumberland</i>	5
Poteat, Gordon, B. A.....	<i>Greenville, S. C.</i>	1
Powell, Robert Benjamin, B. A.....	<i>Wake</i>	5
Prevette, John Green, B. A.....	<i>Wilkes</i>	5
Prevette, Joseph Milton, B. A.....	<i>Wilkes</i>	6
Ray, Arthur Benning, B. A.....	<i>Rockingham</i>	5
Sawyer, Philip Grady.....	<i>Pasquotank</i>	5
Stephenson, Gilbert T., M.A., LL.B.....	<i>Northampton</i>	5
Stras, Beverley William, Jr., B. A.....	<i>Tazewell, Va.</i>	1
Thorn, Joseph Burrell, Jr., B. A.....	<i>Rutherford</i>	3
Turner, James Baxter.....	<i>Wake</i>	5
White, Thomas Clarence, LL.B.....	<i>Alexander</i>	5
Williams, Philip, LL.B.....	<i>Frederick, Va.</i>	1

Total 26.

UNDERGRADUATE.

Allen, Arthur Thomas.....	<i>Marlboro, S. C.</i>	3
Allen, Charles Inslee.....	<i>Anson</i>	4
Allen, Junius LeRoy, Jr.....	<i>Wake</i>	1
Anderson, John Todd.....	<i>Spartanburg, S. C.</i>	1
Apperson, George Marshall.....	<i>Forsyth</i>	1

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Arrington, Thomas Mann, Jr.....	<i>Nash</i>	2
Ashcraft, Troy Sidney.....	<i>Anson</i>	2
Aydlett, Edwin Ferebee, Jr.....	<i>Pasquotank</i>	2
Ayers, Ira Winford.....	<i>Robeson</i>	2
Bagwell, George Watson.....	<i>Wake</i>	3
Bailes, George Lewis.....	<i>Mecklenburg</i>	2
Barnes, Alwyn Pittard.....	<i>Vance</i>	1
Barnes, Joseph Elam.....	<i>Vance</i>	2
Barnes, Martin Luther.....	<i>Davidson</i>	2
Bartholomew, Russell Clements.....	<i>Nash</i>	1
Baucom, William Troy.....	<i>Union</i>	2
Beam, Gaither McIntyre.....	<i>Floyd, Ky.</i>	3
Beam, Hugh Martin.....	<i>Floyd, Ky.</i>	3
Beasley, J. Mebane.....	<i>Cumberland</i>	1
Bell, John Gaskill.....	<i>Carteret</i>	4
Belton, Joseph Franklin.....	<i>Surry</i>	2
Bennett, George David.....	<i>Rockingham</i>	2
Bennett, Silas J.....	<i>Forsyth</i>	1
Benson, Walter Cleveland.....	<i>New Hanover</i>	2
Benton, Randolph	<i>Wake</i>	2
Betts, Carl Leon.....	<i>Floyd, Ga.</i>	2
Bland, John Thomas, Jr.....	<i>Pender</i>	4
Blankenship, John Swann.....	<i>York, S. C.</i>	1
Blanton, Roy Russell.....	<i>Rutherford</i>	3
Blevins, Roby Presley.....	<i>Wilkes</i>	3
Bobbitt, Thomas Edwin.....	<i>Warren</i>	3
Boone, William Dare.....	<i>Hertford</i>	3
Bray, Thomas Latham.....	<i>Perquimans</i>	1
Brett, James Claxton.....	<i>Hertford</i>	4
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Bridges, William Arthur.....	<i>Robeson</i>	3
Brothers, George Washington, Jr.....	<i>Pasquotank</i>	1
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Broughton, Needham Bryant, Jr.....	<i>Wake</i>	3
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Brown, Elery Garland.....	<i>Columbus</i>	1
Brown, Homer Harrison.....	<i>Buncombe</i>	1
Brown, Junius Calvin.....	<i>Wake</i>	2

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Bryan, Noah Biggs.....	<i>Halifax</i>	1
Buchanan, Corcey C.....	<i>Jackson</i>	1
Buchanan, Luther Thomas, Jr.....	<i>Granville</i>	4
Buck, George Cleveland.....	<i>Pitt</i>	4
Buie, Roderick Mark.....	<i>Wake</i>	3
Bullard, Leslie Graves.....	<i>Cumberland</i>	3
Bunn, Arthur Alexander.....	<i>Vance</i>	2
Burnett, John Henry.....	<i>Pender</i>	3
Burton, Edwin Thomas.....	<i>Pender</i>	1
Butler, LeRoy Jefferson.....	<i>Sampson</i>	2
Byrum, William James.....	<i>Chowan</i>	3
Cabaniss, Joe Turner.....	<i>Cleveland</i>	4
Cagle, Sion Arnton.....	<i>Pickens, Ga.</i>	1
Campbell, Arthur Carlyle.....	<i>Harnett</i>	3
Campbell, James A.....	<i>Harnett</i>	4
Campbell, Leslie Hartwell.....	<i>Harnett</i>	3
Campbell, Oscar Pierce.....	<i>Iredell</i>	2
Cannady, Samuel Clyde.....	<i>Granville</i>	1
Carpenter, Commie Jackson.....	<i>Wake</i>	1
Carpenter, Levy Leonidas.....	<i>Wake</i>	2
Carrick, John Lee.....	<i>Davidson</i>	2
Carroll, John Roderick.....	<i>Pitt</i>	4
Carter, Paul Conway.....	<i>Wake</i>	1
Castello, Cola	<i>Bertie</i>	3
Caudle, Arthur Ivy.....	<i>Greene</i>	1
Chamberlain, Jesse Mark.....	<i>Wake</i>	2
Chappell, Elbert Moses.....	<i>Durham</i>	1
Cheek, John Merritt.....	<i>Durham</i>	4
Clark, Urie T.....	<i>Chatham</i>	1
Clement, J. H.....	<i>Forsyth</i>	1
Cline, James Sylvester.....	<i>Cleveland</i>	2
Coggin, Carlie N.....	<i>Stanly</i>	2
Cohen, William Alexander.....	<i>Baltimore, Md.</i>	2
Conrad, Henry Brown.....	<i>Forsyth</i>	3
Conrad, William Joseph, Jr.....	<i>Forsyth</i>	1
Copeland, Jesse Thomas.....	<i>Moore</i>	1
Copple, James Boyd.....	<i>Union</i>	3
Correll, Melton Lee.....	<i>Robeson</i>	1

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Cox, Fountain F.....	<i>Pitt</i>	4
Cox, Prentice Linwood.....	<i>Anson</i>	1
Crain, William Jerome.....	<i>Orange</i>	3
Craver, Alvis Wesley.....	<i>Yadkin</i>	1
Currin, Joseph Badgett.....	<i>Granville</i>	2
Daniel, Eugene Allen.....	<i>Halifax</i>	2
Darden, Alwyn William.....	<i>Halifax</i>	2
Dark, Newby J.....	<i>Chatham</i>	1
Davis, George Hamilton.....	<i>Wake</i>	1
Davis, James M.....	<i>Alexander</i>	4
Davis, Sheppard Alva.....	<i>Marion, S. C.</i>	2
Deans, Arthur Wood.....	<i>Nash</i>	1
Dickens, Albert Oscar.....	<i>Nash</i>	1
Dickie, Jamie William.....	<i>Vance</i>	1
Dixon, Hubert Carlyle.....	<i>Chatham</i>	1
Douglass, William Crawford.....	<i>Durham</i>	1
Dowd, William Carey, Jr.....	<i>Mecklenburg</i>	1
Dunn, Surry	<i>Halifax</i>	1
Eddinger, William Lee.....	<i>Davidson</i>	3
Edgerton, Sidney A.....	<i>Wilson</i>	3
Edwards, Carlyle Junius.....	<i>Wake</i>	2
Edwards, James Spurgeon.....	<i>Madison</i>	2
Edwards, Ward B.....	<i>Catawba</i>	2
Eller, J. Ben.....	<i>Buncombe</i>	3
Ellington, Amzi Jefferson.....	<i>Wake</i>	2
Ellington, Rayborn Paschal.....	<i>Alamance</i>	2
Ellis, John Alston.....	<i>Lee</i>	4
Ellis, William Caswell.....	<i>Lee</i>	2
Faris, Price Milton.....	<i>York, S. C.</i>	2
Farnell, Leland Borden.....	<i>Onslow</i>	2
Farrell, Charles A.....	<i>Forsyth</i>	1
Faucett, Henry Frank.....	<i>Wake</i>	2
Feezor, Peter Lee.....	<i>Davidson</i>	2
Ferguson, Barbour Vaughan.....	<i>Rockingham</i>	3
Fletcher, Alfred Johnston.....	<i>Wake</i>	5
Frazier, Isaac Pleasants.....	<i>Randolph</i>	2
Freeman, James Whittier.....	<i>Buncombe</i>	1
Futrell, Walter Edward.....	<i>Northampton</i>	4

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Garrison, Sidney Clarence.....	<i>Gaston</i>	3
Getsinger, Thomas Riddick.....	<i>Martin</i>	1
Giuliano, Joseph	<i>Essex, N. J.</i>	1
Gore, Arthur Derwood.....	<i>Columbus</i>	5
Gower, Douglas Herman.....	<i>Johnston</i>	2
Grady, Paul David.....	<i>Johnston</i>	1
Gray, Asa Parker.....	<i>Leon, Fla.</i>	3
Green, Philip Palmer.....	<i>Davidson</i>	3
Green, Robert Byard.....	<i>Rutherford</i>	1
Griffin, Hugh Cleveland.....	<i>Northampton</i>	3
Griffin, Lloyd Eldon.....	<i>Chowan</i>	1
Grindstaff, Charlie Smith.....	<i>Jackson</i>	1
Grindstaff, Grover Hayden.....	<i>Jackson</i>	1
Groves, Forest Martin.....	<i>Gaston</i>	2
Groves, Henry Herman.....	<i>Gaston</i>	2
Guy, Thomas Sloane.....	<i>Harnett</i>	2
Hamrick, James Yates, Jr.....	<i>Cleveland</i>	4
Harrill, Ector Augustus.....	<i>Cleveland</i>	4
Harrill, George Pinckney, Jr.....	<i>Franklin</i>	1
Harris, Andrew J., Jr.....	<i>Vance</i>	3
Harris, George Mitchell.....	<i>Vance</i>	2
Harris, Joseph P.....	<i>Anson</i>	4
Hart, Roy Jack.....	<i>Henderson</i>	1
Hartsell, Wallace	<i>Stanly</i>	1
Harward, George Norrel.....	<i>Chatham</i>	2
Haynes, Lowell Quinton.....	<i>Haywood</i>	3
Haywood, Thomas Ashley.....	<i>Montgomery</i>	3
Henry, Tidal Boyce.....	<i>Anson</i>	3
Herring, George Nutt.....	<i>Sampson</i>	3
Herring, Owen Fennell.....	<i>Sampson</i>	2
Herring, Paul Simmons.....	<i>Sampson</i>	1
Herring, Richard Lee.....	<i>Sampson</i>	1
Highsmith, James Da Costa.....	<i>Cumberland</i>	3
Hilliard, Sidney Cecil.....	<i>Wake</i>	4
Hines, H. H.....	<i>Duplin</i>	1
Hipps, Allen G. Thurman.....	<i>Madison</i>	1
Hogan, Otto Frederick.....	<i>Lee, S. C.</i>	1
Holding, Bruce Fowler.....	<i>Wake</i>	2

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Holding, William Royall.....	Wake	4
Holland, Thomas Cleveland.....	Cleveland	1
Holliday, Garland Washington.....	Wake	1
Holloman, Paul Williams.....	Hertford	1
Holmes, Clarence Carlyle.....	Iredell	1
Hood, Marshall Henry.....	Wayne	1
Horton, Archie Wynne.....	Wilkes	1
Horton, Howard Melcus.....	Wake	3
Horton, William Wesley.....	Wake	1
Huggins, Francis Marion.....	Henderson	4
Huggins, Maloy Alton.....	Marion, S. C.	3
Huntley, Howard White.....	Mecklenburg	4
Hutchins, Andrew John Manning.....	Yancey	2
Hutchins, Charles	Yancey	2
Hutchison, Adolphus Eugene.....	York, S. C.	1
Jackson, Donald Rudolph.....	Wake	1
Jenkins, Edward B.....	Buncombe	4
Johnson, Charles Haddon.....	Jones	1
Johnson, Doctor Mack.....	Robeson	1
Johnson, Elias Dodson.....	Robeson	2
Johnson, Gerald White.....	Davidson	3
Johnson, Henry Polk.....	Robeson	2
Jones, Bruce Leigh.....	Wake	3
Jones, Charles Wallace.....	Northampton	3
Jones, John Clyde.....	Union	2
Jones, J. Henry.....	Robeson	1
Josey, Charles C.....	Halifax	2
Josey, Danford Edmondson.....	Halifax	2
Kennedy, David Shelton, Jr.....	Duplin	2
Kester, John Marcus.....	Cleveland	1
King, D. Frank.....	Rockingham	3
King, Goodman Harmon.....	Lee	1
Kirksey, Grover Cleveland.....	Burke	2
Knight, William Lloyd.....	Northampton	1
Knott, Luther David.....	Granville	1
Lane, Edgar Winslow.....	Perquimans	1
Lane, James Graham.....	Marlboro, S. C.	1
Langston, Henry Jerome.....	Pitt	2

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Lanier, Raymond Ray.....	<i>Harnett</i>	2
Lanier, Thomas Theron.....	<i>Harnett</i>	2
Lassiter, Everett Bruce, Jr.....	<i>Northampton</i>	1
Lee, Jamie Marshall.....	<i>Harnett</i>	1
Leggett, Lovira W.....	<i>Halifax</i>	6
Lemmond, William Oscar, Jr.....	<i>Union</i>	1
Lennon, Rufus S.....	<i>Columbus</i>	5
Lewis, David Justin.....	<i>Ware, Ga.</i>	2
Lewis, Giles F.....	<i>Ware, Ga.</i>	2
Lewis, Richard Henry, Jr.....	<i>Lenoir</i>	3
Lineberry, Will Taylor.....	<i>Chatham</i>	2
Long, James Hallton.....	<i>Mecklenburg</i>	1
Long, Sam, Jr.....	<i>Union</i>	2
McBane, Thomas Womack.....	<i>Alamance</i>	2
McBee, John Calhoun.....	<i>Mitchell</i>	2
McBrayer, Elisha	<i>Cleveland</i>	1
McBrayer, Reuben Adolphus.....	<i>Buncombe</i>	3
McCutcheon, Royall Howard.....	<i>Southampton, Va.</i>	3
McDaniel, James Alexander, Jr.....	<i>Lenoir</i>	1
McGlohon, William Atlee.....	<i>Pitt</i>	3
McGougan, Ernest D.....	<i>Robeson</i>	1
McGuire, Victor Abram.....	<i>Cherokee</i>	2
McLamb, Minson	<i>Sampson</i>	2
McLean, Alfred McKethan.....	<i>Harnett</i>	1
McLendon, Preston Alexander.....	<i>Anson</i>	2
McLeod, Bernard Franklin.....	<i>Harnett</i>	1
McLeod, John Allen.....	<i>Harnett</i>	2
McMillan, Edward Tate.....	<i>Marion, S. C.</i>	2
McNorton, J. A.....	<i>New Hanover</i>	1
Marley, Walter E.....	<i>Robeson</i>	2
Marsh, Roy Augustus.....	<i>Union</i>	1
Martin, Alvah H.....	<i>Northampton</i>	2
Martin, Chesley Marion.....	<i>Anderson, S. C.</i>	2
Martin, Cornelius Percy.....	<i>Northampton</i>	1
Martin, James Alfred.....	<i>Yadkin</i>	1
Martin, Richard Theodore.....	<i>Martin</i>	2
Martin, Wheeler, Jr.....	<i>Martin</i>	3
Massey, LeRoy L.....	<i>Wake</i>	5

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Mayberry, Durwood Franklin.....	<i>Mecklenburg</i>	1
Mercer, Charles Herndon.....	<i>Nash</i>	3
Mills, Walter Hartwick.....	<i>Wake</i>	1
Mitchell, Clingman Webster, Jr.....	<i>Bertie</i>	1
Moore, William Graydon.....	<i>Caldwell</i>	2
Moss, Otway Binns.....	<i>Wilson</i>	1
Mull, William Peter.....	<i>Cleveland</i>	1
Murchison, Claudius Temple.....	<i>Sparta, Ga.</i>	4
Myers, Benjamin Oliver.....	<i>Davidson</i>	1
Nanney, Harvey Albert.....	<i>Rutherford</i>	2
Neal, John G.....	<i>Halifax</i>	1
O'Brian, Leland Ray.....	<i>Granville</i>	4
Odum, Owen	<i>Wake</i>	3
Olive, James Leon.....	<i>Wake</i>	4
Olive, Lucius Bunyan.....	<i>Wake</i>	3
Olive, Robert Milton.....	<i>Cumberland</i>	2
Oliver, Samuel Theodore.....	<i>Stokes</i>	3
Oliver, Will B., Jr.....	<i>Florence, S. C.</i>	1
Osborne, Thomas J.....	<i>Haywood</i>	3
Parker, John Ernest.....	<i>Wayne</i>	1
Parker, Paul Godwin.....	<i>Northampton</i>	1
Parker, Walter Raleigh.....	<i>Hertford</i>	1
Paschal, Richard Frederick.....	<i>Chatham</i>	1
Perry, Clarence Askew.....	<i>Hertford</i>	1
Peterson, William Conover, Jr.....	<i>New Hanover</i>	3
Phillips, Albert Rufus.....	<i>Stokes</i>	2
Phillips, John Bunyan.....	<i>Robeson</i>	1
Phillips, Matthew Dalton, Jr.....	<i>Stokes</i>	1
Phillips, William Kearney.....	<i>Franklin</i>	1
Pointer, Joseph Rosser.....	<i>Caswell</i>	1
Pool, Frank Kenneth.....	<i>Wake</i>	2
Powell, Henry Asberry.....	<i>Caswell</i>	1
Powell, Rufus Edwin.....	<i>Caswell</i>	3
Powell, Stinson	<i>Robeson</i>	1
Prevette, Isaac Call.....	<i>Wilkes</i>	1
Pruett, Roland Shaw.....	<i>Mecklenburg</i>	2
Pruitt, Thomas Pitts.....	<i>Leon, Fla.</i>	1
Ramseur, Benjamin Frederic.....	<i>Cherokee, S. C.</i>	1

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Raynor, Kenneth Tyson.....	<i>Bertie</i>	1
Redding, Charles Harrison.....	<i>Randolph</i>	1
Riddick, John Calhoun.....	<i>Halifax</i>	2
Riggs, Ollie Leonidas.....	<i>Durham</i>	1
Robertson, Clarence Homer.....	<i>Wake</i>	3
Robinson, William Ardrey.....	<i>Mecklenburg</i>	1
Rodgers, William Daniel, Jr.....	<i>Warren</i>	4
Rodwell, Clyde Ethelbert.....	<i>Warren</i>	1
Rodwell, Graham Myrick.....	<i>Warren</i>	3
Rogers, Exum Jeter.....	<i>Wake</i>	4
Rogers, Leonard Oliver.....	<i>Marion, S. C.</i>	3
Ross, F. S.....	<i>Stokes</i>	1
Rowland, Gordon Bennett.....	<i>Warren</i>	1
Royall, John Hall.....	<i>Wake</i>	3
Saintsing, John Benjamin.....	<i>Wake</i>	2
Salmons, William Munroe.....	<i>Forsyth</i>	1
Sanders, Roy	<i>Union</i>	1
Savage, Robert R.....	<i>Norfolk, Va.</i>	2
Sawyer, Clyde Spurgeon.....	<i>Tyrrell</i>	1
Sawyer, Oscar Whatley.....	<i>Camden</i>	3
Scruggs, William Marvin.....	<i>Rutherford</i>	2
Scruggs, Wilburn Nesbit.....	<i>Rutherford</i>	1
Sharpe, Charles Ray.....	<i>Davidson</i>	3
Shepherd, Newton Jackson.....	<i>Halifax</i>	1
Shepperd, J. H.....	<i>Stokes</i>	1
Sherrill, Caite L.....	<i>Catawba</i>	3
Sherrill, Wade Hampton.....	<i>Catawba</i>	2
Shugart, Floyd Caldwell.....	<i>Yadkin</i>	1
Simpson, Martin Bland.....	<i>Pasquotank</i>	1
Smathers, James Bascomb.....	<i>Haywood</i>	1
Smethurst, Frank Austin.....	<i>Wake</i>	2
Smith, Charlie George.....	<i>Chatham</i>	2
Smith, Dillon Farris.....	<i>Mecklenburg</i>	4
Smith, Edward Willingham.....	<i>Guilford</i>	1
Smith, G. A.....	<i>Mecklenburg</i>	1
Smith, Julius Clarence.....	<i>Guilford</i>	4
Smith, Junius Everett.....	<i>Chatham</i>	2
Smith, Lellon Wray.....	<i>Wake</i>	2

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Smith, Roy Stewart.....	<i>Mecklenburg</i>	3
Sorrell, Commodore Russell.....	<i>Wake</i>	3
Spencer, Walter Lee.....	<i>Hyde</i>	1
Springer, Eugene Clifton.....	<i>Mecklenburg</i>	1
Spruill, John Morris.....	<i>Pasquotank</i>	1
Stanley, John George.....	<i>Horry, S. C.</i>	2
Stevens, Charles Ezekiel.....	<i>Wayne</i>	2
Stevenson, Adlai Ewing.....	<i>Davidson</i>	1
Strawn, J. Arthur.....	<i>Union</i>	1
Stringfield, Joseph H.....	<i>Pender</i>	3
Stringfield, Oliver Linwood.....	<i>Catawba</i>	1
Styers, Joseph C.....	<i>Forsyth</i>	1
Sullivan, Eddie Flavel.....	<i>Wake</i>	4
Sullivan, Ralph Alexander.....	<i>Stokes</i>	4
Sumrell, Guy Harold.....	<i>Pitt</i>	2
Tanner, Matt Thias.....	<i>Northampton</i>	3
Taylor, W. W.....	<i>Wake</i>	1
Teague, Jackson U.....	<i>Alexander</i>	2
Teague, Talmage Spurgeon.....	<i>Chatham</i>	4
Terrell, Winder Solomon.....	<i>Warren</i>	2
Thaxton, Bennie Adams.....	<i>Person</i>	3
Thomas, Joe Smith.....	<i>Clarendon, S. C.</i>	1
Thomas, John Spurgeon.....	<i>Wake</i>	3
Timberlake, Claude Vernon.....	<i>Franklin</i>	2
Tompkins, Daniel Dean.....	<i>Haywood</i>	1
Trueblood, Charles Herman.....	<i>Pasquotank</i>	4
Tucker, John Powell.....	<i>Buncombe</i>	3
Turner, Samuel Whitfield.....	<i>Wake</i>	1
Tyler, John Mosley.....	<i>Sampson</i>	2
Tyner, Carl V.....	<i>Robeson</i>	1
Underwood, Purdie Anderson.....	<i>Sampson</i>	4
Underwood, Robert Earl.....	<i>Franklin</i>	1
Utley, Philemon McGee.....	<i>Wake</i>	2
Vann, Junius R., Jr.....	<i>Cumberland</i>	1
Vaughan, Charlie Morton.....	<i>Warren</i>	1
Vernon, Joseph Boyce.....	<i>Person</i>	4
Vinson, Hugh Pete.....	<i>Hertford</i>	4

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Waff, Joseph Judson.....	Nansemond, Va.	2
Walker, Witcher Watkins.....	Rutherford	1
Wall, Evans Orestus.....	Davidson	1
Wall, George Griffin.....	Davidson	3
Wallin, Henry Abram.....	Madison	3
Ward, Ervin Lucius.....	Perquimans	1
Ward, Hugh David.....	Brunswick	2
Warlick, Alfred Caldwell.....	Cleveland	1
Watkins, Basil M.....	Wayne	1
Watkins, George Thomas, Jr.....	Wayne	3
Wheeler, Creasy Clement.....	Wake	3
Whicker, Joseph Hubert.....	Forsyth	1
Whitaker, Fleet Gaston.....	Henderson	1
White, Sidney Warren.....	Pasquotank	1
Whitley, Caleb Jerome.....	Stanly	1
Wilkinson, Robert Watson, Jr.....	Wake	1
Williams, Luther Carter.....	Alamance	2
Williams, Martin Van Buren.....	Davidson	1
Winston, Marcellus Eaton.....	Franklin	4
Witherspoon, Carl Aquila.....	Wake	2
Witherspoon, Ernest Elvira.....	Gaston	1
Wood, John Wesley.....	Johnston	1
Woodall, Emery Johnson.....	Haywood	3
Woodward, Isadore Cheshire.....	Iredell	4
Wright, Edward Nelson.....	Buncombe	3
Wright, Numa E.....	Montgomery	2
Wyatt, Hubert Lee.....	Wake	2
Yates, E. P.....	Chatham	1
Yates, Oscar Raymond.....	Wake	1
Yates, Otis Webster.....	Wake	1
Young, Willie Anderson.....	Davidson	1

Total, 403.

RECAPITULATION BY SCHOOLS.*

Latin	131
Greek	53
English	239

*Aggregate of classes in the schools.

Modern Languages	100
Mathematics	155
Applied Mathematics and Astronomy.....	58
Chemistry	146
Physics	74
Biology	175
Philosophy	56
Political Science	375
Bible	72
Education	100
Law	150
Medicine	82

RECAPITULATION BY STATES.

North Carolina	368
South Carolina	17
Virginia	6
Georgia	5
Kentucky	3
Florida	2
Maryland	1
New Jersey	1
Total.....	403

Commencement, 1910

Wednesday Evening, May 18

THE BACCALAUREATE SERMON.

Rev. George W. Truett, D.D., Dallas, Texas.

Thursday Morning, May 19

THE LITERARY ADDRESS.

Rev. George W. Truett, D.D.

PRESENTATION OF MEDALS.

Philomathesian, by Dr. J. Rufus Hunter, of Raleigh, N. C.:—

Senior Orator's Medal, to E. I. Olive.

Junior Orator's Medal, to J. A. Ellis.

Sophomore Improvement Medal, to A. R. Allen.

Freshman Improvement Medal, to F. K. Pool.

Euzelian, by Rev. M. L. Kesler, of Thomasville, N. C.:—

Thomas Dixon Senior Orator's Medal, to H. B. Jones.

The J. L. Allen Medal, to Dee Carrick.

Junior Orator's Medal, to J. P. Tucker.

Sophomore Orator's Medal, to W. G. Privett.

Freshman Improvement Medal, to W. M. Scruggs.

Open to All Students, by President W. L. Poteat:—

Thomas Dixon Essay Medal, to R. P. McCutcheon.

"Wake Forest Student" Essay Medal, to A. D. Gore.

"Wake Forest Student" Fiction Medal, to R. P. McCutcheon.

Thursday Afternoon, May 19

CLASS DAY EXERCISES.

President, E. I. Olive.

Poet, E. N. Johnson.

Secretary, T. D. Collins.

Historian, A. B. Ray.

Prophet, J. L. Jenkins.

Executor, P. V. Critcher.

Thursday Evening, May 19

ALUMNI ADDRESS.

Mr. John A. Oates, of Fayetteville, N. C.

ANNUAL MEETING OF THE ALUMNI.

Refreshments served.

Friday Morning, May 20

ADDRESSES BY REPRESENTATIVES OF THE GRADUATING CLASS.

Dee Carrick, of Guilford County, N. C.

E. I. Olive, of Cumberland County, N. C.

H. B. Jones, of Union County, N. C.

A. R. Williams, of Davidson County, N. C.

E. N. Johnson, Sampson County, N. C.

F. T. Collins, Robeson County, N. C.

A. D. Ward Medal presented to F. T. Collins.

Degrees

Master of Arts

J. M. Adams.

C. T. Bell.

A. R. Gallimore.

W. B. Hampton.

E. D. Poe.

R. B. Pearson.

Bachelor of Arts

K. Akiyama.

W. C. Allen, Jr.

J. J. Best.

R. E. Brickhouse.

J. M. Broughton, Jr.

D. A. Brown.

G. C. Brown.

Dee Carrick.

R. E. Clark.

J. B. Clayton.

F. T. Collins.

T. D. Collins.

A. B. Combs.

C. D. Creasman.

P. V. Critcher.

W. B. Daniel, Jr.

C. W. Davis.

W. C. Duffy.

O. V. Hamrick.

W. R. Hill.

F. T. Holden.

J. E. Hoyle.

J. L. Jenkins.

E. N. Johnson.

G. H. Johnson.

H. B. Jones.

R. P. McCutcheon.

W. E. Marshall.

B. G. Mitchell.

E. I. Olive.

J. G. Prevette.

Carl Ragland.

A. B. Ray.

R. O. Rodwell.

P. G. Sawyer.

E. R. Settle.

R. H. Shanks.

C. R. Singletary.

W. E. West.

A. R. Williams.

Bachelor of Science

C. E. Cheek.

R. F. Elvington.

C. T. Vernon.

R. L. Wall.

Bachelor of Laws

C. T. Bell.

S. W. Brewer.

F. Edwards.

R. E. Forehand.

P. W. Gay.

H. D. Geiger.

W. B. Hampton.

C. L. Hardy.

R. C. Josey.

J. E. Kinlaw.

P. E. Powell.

J. M. Prevette.

J. R. Stewart.

L. L. Tilley.

T. C. White.

The Baccalaureate Address: President W. L. Poteat.

Anniversary of the Literary Societies, 1911

On February 17th the Literary Societies held their Annual Celebration with the following program:

DEBATE—2 P. M.

Thos. J. Osborne, Eu., President. Walter E. Futrell, Phi., Secretary.

QUERY:

Resolved, That United States Senators should be elected by direct vote of the people.

Affirmative—J. B. Eller, Eu., Buncombe County; C. Ray Sharpe, Phi., Davidson County.

Negative—C. T. Murchison, Phi., Georgia; B. Vaughn Ferguson, Eu., Rockingham County.

ORATIONS—7:30 P. M.

J. Powell Tucker, Eu., Buncombe County—"America as a World Power."

William G. Moore, Phi., Caldwell County—"Direct Legislation: The Safeguard of Democracy."

MARSHALS.

J. Boyd Copple, Chief, Eu.

Henry B. Conrad, Chief, Phi.

T. Boyce Henry.

Carlyle J. Edwards.

Preston A. McLendon.

O. B. Moss.

Matriculation

Candidates for admission must be at least fifteen years of age, and be able to furnish satisfactory testimonials of good moral character; if coming from other incorporated institutions, they must be able to present certificates of honorable dismissal.

In matriculating the following order must be observed:

1. Payment of fees in the Bursar's office the first day of the term.
2. Registration in the President's office the first day of the term.
3. Enrollment in classes, after consultation with the Committee on Entrance Requirements.

No student is allowed to enter any class until he has completed his matriculation in the order specified.

Requirements for Admission

Students bearing the prescribed certificates of accredited academies will be admitted into the classes of the College without examination. Examinations, the scope of which is indicated below, will be required of all other students. All "conditions" must be removed before the close of the first year. The days set for the removal of conditions are—in the fall term, October 29 and the first day of the final fall examination period, and, in the spring term, March 25 and the first day of the final spring examination period.

To enable students to remove conditions, one class each in Mathematics, English, French, German, and Greek, and two classes in Latin, are for the present retained under the supervision of members of the Faculty, but no student is received who is "conditioned" on more than two of these subjects.

Entrance requirements are designated in terms of units, a unit being a course of five periods, of not less than three-quarters of an hour each, weekly throughout an academic year of the preparatory school. Thus Algebra through quadratics and progressions, which is usually studied five periods weekly throughout two academic years, has the value of two units.

A minimum of fourteen units is required for admission to the College. Twelve and a half of these units are prescribed as follows:

English, 3 units;

Mathematics, 2 1-2 units;

Languages other than English, 4 units;

History, 2 units;

Science, 1 unit.

For the B.A. degree and for the B.S. degree in Medicine, with the exceptions noted in the next paragraph, the four units of Languages other than English must be Latin; for the B.S. degree in General Science and in Engineering, two of the units must be Latin and two Modern Languages.

For the B.A. degree in Civics and the B.S. degree in Medicine, the student who elects Latin in the studies prescribed for the first two years of college work must present four units of entrance work in Latin. The student who does not elect Latin must satisfy the professors of the Latin department that his preparatory work in this subject has been satisfactorily done. A student who is a candidate for a degree in either Civics or Medicine may present one unit each of French and German in place of the last two units of entrance work in Latin.

The one and a half remaining units are elective, and may be chosen from any of the other academic studies given below; or they may be made up from advanced work offered in any of the prescribed studies given above.

A student will not be received as a candidate for a degree if he enters conditioned on more than four units.

English

Preparation in English should keep two ends in view: (1) The ability to speak and to write the language readily and correctly; (2) The ability to read with intelligence and appreciation.

1. *Grammar and Rhetoric.* 1 unit.

This course is required for admission into any college class.

The candidate must, first of all, be able to spell, capitalize, and punctuate correctly. He must further show a practical knowledge of English grammar, including inflection, syntax, and sentence-structure; and familiarity with the elementary principles of rhetoric, including paragraph-structure, narration, and description.

No candidate will be accepted in English whose work is seriously defective in point of spelling, punctuation, grammar, or division into paragraphs.

Two lists of books are given,—one for study, the other for reading. The examination on the books for study and practice (*a*) will presuppose the thorough study of each of the books named. The examination will be upon subject-matter, form, and structure.

The second list (*b*) contains books to be read out of class. The candidate will be required to present evidence of a general knowledge of the subject-matter of these books, and to answer simple questions on the lives of the authors. The form of examination will usually be the writing of a paragraph or two on each of several topics, to be chosen by the candidate from a considerable number—perhaps ten or fifteen—set before him in the examination paper. The treat-

ment of these topics is designed to test the candidate's power of clear and accurate expression, and will call for only a general knowledge of the substance of the books.

FOR 1910-1911.

(a) REQUIRED FOR STUDY AND PRACTICE. 1 UNIT.

Shakespeare: *Macbeth*. Milton: *Lycidas*, *Comus*, *L'Allegro*, and *Il Penseroso*. Burke: *Speech on Conciliation with America*; or *Washington: Farewell Address*; and Webster: *First Bunker Hill Oration*. Macaulay: *Life of Johnson*; or Carlyle: *Essay on Burns*.

(b) REQUIRED FOR READING. 1 UNIT.

Group 1 (two books to be selected). Shakespeare: *As You Like It*, *Henry V*, *Julius Cæsar*, *The Merchant of Venice*, *Twelfth Night*.

Group 2 (one book to be selected). Bacon: *Essays*. Bunyan: *The Pilgrim's Progress*, Part I. The Sir Roger de Coverley Papers in "*The Spectator*." Franklin: *Autobiography*.

Group 3 (one book to be selected). Chaucer: *Prologue*. Spenser: *Selections from The Faerie Queen*. Pope: *The Rape of the Lock*. Goldsmith: *The Deserted Village*. Palgrave: *Golden Treasury (First Series)*, Books II and III, with especial attention to Dryden, Collins, Gray, Cowper, and Burns.

Group 4 (two books to be selected). Goldsmith: *The Vicar of Wakefield*. Scott: *Ivanhoe*, *Quentin Durward*. Hawthorne: *The House of the Seven Gables*. Thackeray: *Henry Esmond*. Gaskell: *Cranford*. Dickens: *A Tale of Two Cities*. George Eliot: *Silas Marner*. Blackmore: *Lorna Doone*.

Group 5 (two books to be selected). Irving: *Sketch Book*. Lamb: *Essays of Elia*. De Quincey: *Joan of Arc* and *The English Mail-Coach*. Carlyle: *Heroes and Hero-Worship*. Emerson: *Essays (selected)*. Ruskin: *Sesame and Lilies*.

Group 6 (two books to be selected). Coleridge: *The Ancient Mariner*. Scott: *The Lady of the Lake*. Byron: *Mazeppa* and *The Prisoner of Chillon*. Palgrave: *Golden Treasury (First Series)*, Book VI, with especial attention to Wordsworth, Keats, and Shelley. Macaulay: *Lays of Ancient Rome*. Poe: *Poems*. Lowell: *The Vision of Sir Launfal*. Arnold: *Sohrab and Rustum*. Longfellow: *The Courtship of Miles Standish*. Tennyson: *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*.

Browning: Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Evelyn Hope, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, The Boy and the Angel, One Word More, Hervé Riel, Pheidippides.

The books in these lists may be had in Macmillan's Pocket Classics at twenty-five cents a volume.

Latin

I. Amount and Range of the Reading Required

1. The Latin reading required of candidates for admission to college, without regard to the prescription of particular authors and works, shall be not less *in amount* than Cæsar, Gallic War, I-IV; Cicero, the orations against Catiline, for the Manilian Law, and for Archias; Virgil, Æneid, I-VI.

2. The amount of reading specified above shall be selected by the schools from the following authors and works: Cæsar, Gallic War and Civil War; Nepos, Lives; Cicero, Orations, Letters, and De Senectute; Sallust, Catiline and Jugurthine War; Virgil, Bucolics, Georgics and Æneid; Ovid, Metamorphoses, Fasti, and Tristia.

The following credits are given:

(a) GRAMMAR AND COMPOSITION.—Mastery of forms, vocabularies, principal parts of verbs, idioms and rules of syntax found in such beginners' books as Potter's, Collar and Daniell's, Inglis and Prettyman's, and Bennett's. Also ability to write simple Latin prose based on the vocabularies and rules of syntax given in these books. 1 unit.

(b) CÆSAR: Gallic War.—One complete year, 5 recitations a week, covering three to five books of the text, with composition and grammar. 1 unit.

(c) CICERO.—Orations for the Manilian Law and for Archias and three or four other orations. Twenty-five pages of the letters may be substituted for one oration. Composition and grammar. 1 year, 5 recitations a week. 1 unit.

(d) SALLUST: Catiline and Jugurthine War, with composition and grammar. $\frac{1}{2}$ year, 5 recitations a week. $\frac{1}{2}$ unit.

(e) NEPOS.—Lives, with composition and grammar. 5 recitations a week. $\frac{1}{2}$ year, $\frac{1}{2}$ unit; 1 year, 1 unit.

(f) VIRGIL: *Æneid*.—Five or six books with prosody, composition and grammar. The *Bucolics* and the *Georgics* in whole or in part may be substituted for an equivalent amount of the *Æneid*. 1 complete year, 5 recitations a week. 1 unit.

(g) OVID.—Selections from the *Metamorphoses*, *Fasti*, and *Tristia*, with prosody, composition and grammar. $\frac{1}{2}$ year, 5 recitations a week. $\frac{1}{2}$ unit.

(h) CICERO: *De Senectute*, with composition and grammar. $\frac{1}{2}$ year, 5 recitations a week. $\frac{1}{2}$ unit.

II. Subjects and Scope of the Examinations

1. *Translation at Sight*. Candidates who do not present satisfactory certificates will be examined in translation at sight of both prose and verse. The vocabulary, construction, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.

2. *Prescribed Reading*. Candidates will be examined also upon the following prescribed reading: Cicero, *Oration for the Manilian Law* and *Oration for Archias*; Virgil, *Æneid*, I, II, and either IV or VI at the option of the candidate, with questions on subject-matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed reading are set for translation will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with both these parts of the paper, or they will not be given credit for either part.

3. *Grammar and Composition*. The examinations in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors

read in school, with ability to use this knowledge in writing simple Latin prose. The words, constructions, and range of ideas called for in the examinations in composition will be such as are common in the reading of the year, or years, covered by the particular examination.

Suggestions Concerning Preparation

Exercises in translation at sight should begin in school with the first lessons in which Latin sentences of any length occur, and should continue throughout the course with sufficient frequency to insure correct methods of work on the part of the student. From the outset particular attention should be given to developing the ability to take in the meaning of each word—and so, gradually, of the whole sentence—just as it stands; the sentence should be read and understood in the order of the original, with full appreciation of the force of each word as it comes, so far as this can be known or inferred from that which has preceded and from the form and the position of the word itself. The habit of reading in this way should be encouraged and cultivated as the best preparation for all the translating that the student has to do. No translation, however, should be a mechanical metaphrase. Nor should it be a mere loose paraphrase. The full meaning of the passage to be translated, gathered in the way described above, should finally be expressed in clear and natural English.

A written examination can not test the ear or tongue, but proper instruction in any language will necessarily include the training of both. The school work in Latin, therefore, should include much reading aloud, writing from dictation, and translation from the teacher's reading. Learning suitable passages by heart is also very useful, and should be more practiced.

The work in composition should give the student a better

understanding of the Latin he is reading at the time, if it is prose, and greater facility in reading. It is desirable, however, that there should be systematic and regular work in composition during the time in which poetry is read as well; for this work the prose authors already studied should be used as models.

Greek

1. Xenophon's *Anabasis*, Book I, chaps. i-viii. The candidate will be expected to show a thorough mastery of forms, constructions, and idioms such as are found in the prescribed portion of Xenophon, and to be able to write at sight simple Attic prose. 1 unit. Required for entrance to Greek 1.

2. *Anabasis* Books II-IV, or Books II-III of the *Anabasis* and one book of Herodotus. The candidate will be expected to be able to write prose based on the vocabulary and constructions of the *Anabasis*. 1 unit.

Mathematics

1. *Algebra*. 2 units.

Knowledge of Elementary Algebra and of College Algebra (each studied one year) as far as logarithms, including factoring, common divisors, fractions, involution and evolution, theory of exponents, radicals, quadratics, progressions, and the binomial theorem.

2. *Geometry*. 1-2 unit.

Knowledge of Five Books of Plane Geometry—embracing the relation of straight lines, properties of rectilinear figures, the circle and related lines and angles, similar polygons, areas, regular polygons, and the measure of the circle.

Modern Languages

German. 1 unit.

(1) Thorough drill in pronunciation; (2) a practical knowledge of inflections and elementary principles of syn-

tax; (3) the ability to translate easy English sentences into German; (4) the reading of not less than 150 pages of easy German prose and verse.

French. 1 unit.

(1) Thorough drill in pronunciation; (2) a practical knowledge of inflections and the elementary principles of syntax; (3) the ability to translate easy English sentences into French; (4) the reading of not less than 150 pages of easy French prose.

Political Science

Geography.

In the preparation of students for the study of history, special emphasis should be placed on geography. The drawing of maps and the tracing of campaigns are very important. Both physical and political geography should receive attention. The student should be able to draw the maps usually found in school histories.

General History. 1 unit.

Thorough drill in the great events of the historic nations of the world. For Ancient History: Goodspeed's "History of the Ancient World" or West's "Ancient History" or Myers' "Ancient History." For Medieval and Modern History: Myers' "Medieval and Modern History." However, any good text-book on General History, of not less than 500 pages, will be accepted.

English History. 1-2 unit.

The student should be familiar with the leading events in English history, such as may be found in Cheney's "A Short History of England."

United States History. 1-2 unit.

The student should be familiar with the history of the

United States as told in a text-book of not less than 300 pages.

Science

Physical Geography. 1-2 unit.

The entrance requirements in this subject include such elementary knowledge as may be obtained from a text-book like Tarr and McMurray's "New Physical Geography."

Physiology. 1-2 unit.

Preparation in human physiology should embrace the knowledge of the gross structure of the chief organs of the body and their functions in health, together with the general principles of personal and public hygiene. Such a book as Martin's "Human Body," Briefer Course, might be used in this course. No credit can be given for work in Elementary physiology done in the grammar school grades.

Zoology. 1-2 unit.

The entrance requirements in this subject will be met by such a knowledge of animal structure and animal activities as may be obtained by the study of a manual like Jordan and Kellogg's "Animal Forms." The actual observation and study of specimens should be insisted upon.

Botany. 1-2 unit.

To meet the requirements in botany the student should know the general structure and functions of the great groups of plants, specimens of which he should study in a laboratory course. A serviceable text-book for this preparation is Bergen's "Elements of Botany."

Physics. 1-2 unit.

Entrance requirements in Physics will be met by the knowledge that may be acquired of the subject from the study of "Hoadley's Brief Course in Physics" or some book of similar grade.

Schools

Instruction is given in the following Schools:

I. LATIN LANGUAGE AND LITERATURE.

II. GREEK LANGUAGE AND LITERATURE.

III. ENGLISH LANGUAGE AND LITERATURE.

IV. MODERN LANGUAGES.

1. French Language and Literature.
2. German Language and Literature.
3. Spanish Language and Literature.

V. MATHEMATICS.

1. Solid Geometry and Trigonometry.
2. Analytic Geometry.
3. Differential and Integral Calculus.

VI. APPLIED MATHEMATICS AND ASTRONOMY.

VII. CHEMISTRY.

1. General Chemistry.
 - (a) Inorganic Chemistry.
 - (b) Organic Chemistry.
2. Applied Chemistry.

VIII. BIOLOGY.

1. General Biology.
2. Botany.
3. Zoology.
4. Elementary Physiology.
5. Geology.

IX. PHYSICS.

X. PHILOSOPHY.

1. Psychology.
2. Ethics.
3. Logic.
4. History of Philosophy.

XI. POLITICAL SCIENCE.

1. History.
2. Political Economy.
3. Constitutional Government.
4. Sociology.

XII. THE BIBLE.

XIII. EDUCATION.

XIV. LAW.

1. Common and Statutory Law.
2. Equity and Equity Jurisprudence.
3. Constitutional Law.

XV. MEDICINE.

1. Anatomy.
2. Physiology.
3. Biology.
4. Inorganic Chemistry.
5. Physics.
6. Histology.
7. Organic Chemistry.
8. Physiological Chemistry.
9. Pharmacology.
10. Bacteriology.
11. Pathology.

XVI. PHYSICAL CULTURE.

I. SCHOOL OF LATIN LANGUAGE AND LITERATURE.

Professor Carlyle.

Associate Professor Paschal.

To give the student ability to read and interpret the masterpieces of Latin literature with accuracy and ease is the primary purpose of this Department. This can be gained only by a thorough mastery of the inflections, general structure, and peculiar idioms of the language. Therefore these

matters are the subject of constant drill, while frequent tests, both oral and written, are made of the student's ability to translate. The passages set for this purpose are often at sight, but uniform in character with the text studied in class. The examinations sometimes consist altogether of sight work.

OUTLINE OF COURSES FOR 1911-1912.

COURSE 1.—Five hours weekly. Prescribed for the B.A. degree. Admission to this class is by examination or certificate, but no student will be allowed to remain in it if it becomes evident that he is not prepared for its work.

COMPOSITION AND GRAMMAR.—Ritchie's Prose; Allen and Greenough's Grammar; Systematic drill in the use of lexicons (Harper's Latin-English); Original exercises.

LIVY.—Books I and II or XXI and XXII. Fall Term.

CICERO.—Select letters; Cato Major; Lectures on Cicero and his times. First ten weeks of Spring Term.

HORACE.—Odes and Epodes (Shorey and Laing). Second ten weeks of Spring Term.

COURSE 2.—Three hours weekly.

COMPOSITION AND GRAMMAR.—Bradley's Arnold's Prose; Allen and Greenough's Grammar; Original Exercises in the more difficult principles of Syntax.

TACITUS.—Germania and Agricola (Tyler). Fall Term.

HORACE.—Satires and De Arte Poetica. First ten weeks of Spring Term.

JUVENAL.—Satires. Second ten weeks of Spring Term.

COURSE 3.—Three hours weekly. During the year a selection from the following courses will be offered:

PLAUTUS.—Menæchmi, Pseudolus, Rudens.

TERENCE.—Adelphæ, Heauton, Timorumenos.

SENECA.—Medea, Octavia.

CATULLUS, PROPERTIUS, TIBULLUS.

CICERO.—De Senectute, De Amicitia, Orator.

TACITUS.—Histories, Annals.

COURSE 4.—Two hours weekly. Open to those students whose tastes lead them to special attainments in the language, and to those who contemplate teaching Latin.

TEACHER'S COURSE.—The elements of Latin and proper methods of presenting them. Syntactical analysis of one book of Cæsar's Gallic War, one oration of Cicero, and one book of Virgil's *Æneid*, review of Roman history and history of Roman literature. Not less than five hundred pages of Latin prose and verse must be prepared for examination. Abbott's History; MacKail's Literature. Roman poetry of the Empire.

CICERO.—De Officiis.

LUCRETIVS.—De Rerum Natura.

MARTIAL.—Epigrams.

II. SCHOOL OF GREEK LANGUAGE AND LITERATURE.

Professor Royall.

Associate Professor Paschal.

COURSES FOR 1911-1912.

COURSE 1.—Five hours weekly. Elective.

XENOPHON.—Books 2, 3, and 4 of the *Anabasis*; exercises based upon the text recently read, and arranged with a view to thorough drill in syntax, partly without a manual and partly in the use of Bonner's or Gleason's Greek Prose Composition, references being principally to Goodwin's Greek Grammar and Liddell and Scott's Greek-English Lexicon (Intermediate).

HERODOTUS.—Selections from representative stories and from the history of the Persian invasions of Greece under Darius and Xerxes.

Botsford's History of Greece.

COURSE 2.—Three hours weekly. Elective.

ATTIC ORATORS.—Four orations of Lysias; Selections from Isocrates and Demosthenes; Greek Rhetoric; Athenian Legislative Bodies and Courts; original exercises, based chiefly on Lysias.

HOMER.—Two books of the *Iliad* and two of the *Odyssey* outline study of each poem as a whole, with use of the abridge-

version of the Iliad by Lang, Leaf, and Myers, and of the Odyssey by Butcher and Lang.

LITERATURE.—Jebb's Primer of Greek Literature; Capps's "From Homer to Theocritus"; informal lectures.

COURSE 3.—Three hours weekly. Elective.

DRAMA.—One tragedy of Sophocles; selections from Æschylus, Euripides and Aristophanes; Lectures on the Drama; Rhythmic and Metric.

PLATO.—Apology and Crito; selections from Phædo and other dialogues; lectures on Greek Philosophy.

COURSE 4.—Three hours weekly. Elective.

One of the following courses:

HOMER.—Reading and critical study of the entire Iliad or Odyssey.

PLATO.—The Republic—the whole work being carefully read. Ten plays from Æschylus, Sophocles, and Euripides.

III. SCHOOL OF ENGLISH.

Professor Sledd.

Associate Professor Morton.

Instructor Conrad.

Instructor Smith.

Requirements of admission to this Department are given on p. 41.

Students admitted on certificate to Course 1, whose work is found to be seriously deficient in the elementary principles of composition,—spelling, grammar, punctuation, and paragraphing,—will be required to make up the deficiency under a tutor.

COURSE 1.—Three hours a week. Prescribed for the B.A. and the B.S. degree.

RHETORIC AND COMPOSITION.—The fall term is given to the study of Rhetoric and Composition. Baldwin's Rhetoric and

Woolley's Hand-book of Composition serve as the basis of classroom work, but the special emphasis of the course is laid upon practice. Two themes a week are to be handed in, with frequent classroom exercises.

LITERATURE.—The spring term. Long's History of English Literature, Manly's English Poetry, and Gayley's Classic Myths. Two plays of Shakespeare. One theme a week.

PARALLEL READING.—This part of the course extends over both terms, and involves the study of the Essay, the Short Story, and the Novel. The work is intended to serve the double purpose of familiarizing the student with prose masterpieces of English literature, and of illustrating the principles of Composition. About twenty masterpieces are assigned during the year, and of these the student is required to hand in abstracts and criticisms as directed by the instructor.

COURSE 2.—Three hours a week. Prescribed for the B.A. degree. Students who apply for admission to this course will be required to stand an examination on all the subjects of Course 1.

SHAKESPEARE.—Critical study of *The Midsummer-Night's Dream*, *Romeo and Juliet*, *Hamlet*, *Lear*, *Othello*, *Macbeth*, and *The Tempest*. Thirteen other plays are assigned for private reading and examination. The Temple Shakespeare is used in classroom, the Cambridge Shakespeare (Neilson) for outside reading. Dowden's Primer and Boas's Shakespeare and His Predecessors.

MILTON.—Rapid review of the Minor Poems and their mythology; careful study of the first six books of *Paradise Lost*, with readings from the remaining books; *Samson Agonistes* as a specimen of the Classical Drama in English. The Cambridge Milton. A good classical dictionary is necessary.

COURSE 3.—Three hours a week. Elective to those who have completed Course 2. Some special form, or period, of literature is made the subject of extended study. The subject chosen for 1911-1912 is American Literature. Students who elect this course will be required to purchase a considerable number of books.

GENERAL HISTORY OF AMERICAN LITERATURE.—Some brief manual, such as that of Pancoast, serves as the basis of lectures, while the student is required to read regularly in the works of Barrett Wendell, Tyler, Trent, Richardson, and Stedman.

PIONEER, COLONIAL, AND REVOLUTION LITERATURE.—Trent and Well's Selections (3 vols.), assigned reading in Stedman's Library of American Literature; Macmillan's Early American Speeches and Epoch-making Papers, Woolman's Journal, Franklin's Autobiography, State Papers of Jefferson, Madison, and Hamilton.

EARLY AMERICAN POETS.—Selected from Stedman's Library of American Literature.

EARLY PROSE WRITERS.—Selections from Stedman. Special study of Irving and Cooper.

NEW ENGLAND POETS.—Bryant, Emerson, Longfellow, Whittier, Holmes, and Lowell, in Page's Chief American Poets.

NEW ENGLAND PROSE WRITERS.—Emerson, Holmes, and Thoreau. Garnett's Life of Emerson.

HAWTHORNE.—Practically all of Hawthorne. Reading in Hawthorne and His Wife, and Lives by James, Woodberry, and Conway.

POE.—Some eight weeks will be given to Poe as poet, story-writer, and critic. Reading in Lives by Woodberry, Harrison, and others.

WHITMAN.—Selections in Page's Chief American Poets, supplemented by reading in Whitman's Prose. Perry's Life of Whitman.

LITERATURE IN THE SOUTH.—Trent's Southern Writers, with special consideration of Timrod, Hayne, Simms, and Sidney Lanier. Reading in Trent's Life of Simms and Mimms's Life of Lanier.

COURSE 4.—Three hours a week. Elective. Open to those who have completed Course 2. Two or three subjects are chosen from those given below. The choice rests largely with the students who elect this work. The study of masterpieces and practice in composition go hand in hand. An effort is made to develop in the student a sense of style.

GENERAL RHETORIC.—Genung's Working Principles of Rhetoric.

ric for use in the classroom and reference in writing. Other standard works are accessible to the student.

THE SHORT STORY.—The manuals of Albright, Brander Matthews, Esenwein, and Bliss Perry supply critical material. For study and practice, various collections of the Short-story are used, together with the current magazines.

THE ESSAY.—Bronson's English Essays, supplemented by material from English and American magazines.

THE ORATION.—Shurter's Rhetoric of Oratory, with selected speeches and orations.

LITERARY CRITICISM.—Lectures and reading in such works as Winchester's Principles of Literary Criticism, Payne's American Criticism, Vaughan's English Criticism, Cooper's Theories of Style, Brewster's Modern English Literary Criticism.

COURSE 5.—Two hours a week. Elective. Open to students who have completed Course 2. Adapted especially to the needs of those who purpose becoming teachers of English.

OLD ENGLISH.—Cook's First Book of Old English, Bright's Anglo-Saxon Reader, Stopford Brooke's Early English Literature.

CHAUCE.—The Globe Chaucer, Pollard's Primer of Chaucer.

EARLY ENGLISH DRAMA.—Readings in the drama from the beginnings to Shakespeare.

COURSE 6.—Two hours a week. Elective to those who have Completed Course 2.

THE ROMANTIC MOVEMENT.—The fall term. Readings in Coleridge, Scott, Byron, Keats, and Shelley, with special study of Wordsworth.

THE VICTORIAN POETS.—The spring term. Special study of Tennyson and Browning, with readings in the minor poets.

IV. SCHOOL OF MODERN LANGUAGES.

Professor Gorrell.

The subjects taught in this School are the German, French, and Spanish languages and literatures.

The first year course provides a thorough training in

grammar and syntax and requires three or four hundred pages of reading, sufficient to enable the student to translate these languages with accuracy and ease.

By the generosity of Mrs. W. H. Wiggs, of Atlanta, the Department is furnished with a full phonographic outfit for conversational French and Spanish. It has been found by experience that thorough mastery of the sounds reproduced by the phonograph is of great value in securing facility of utterance and accuracy of pronunciation.

German 1 is required for the B.S. degree.

German 1, French 1, or Greek 1, is required for the B.A. degree.

Students offering the equivalent of French 1 or German 1, done in the high schools, will be required to stand an examination on these subjects at or near the beginning of the session.

All students who take French or German 1 must either present satisfactory certificates of having done the equivalent of Elementary French or German or to take the latter courses in College.

OUTLINE OF COURSES FOR 1911-1912.

GERMAN.

ELEMENTARY GERMAN.—(Counts only among requirements for admission.) Five hours a week during the fall term.

GRAMMAR AND COMPOSITION.—Bacon's German Grammar. Oral and written exercises.

READING.—One hundred and fifty pages of easy reading. Hewett's German Reader.

GERMAN 1.—(Counts 3 units toward a degree.) Five hours a week during the spring term.

GRAMMAR AND COMPOSITION.—Bacon's German Grammar. Oral and written exercises.

5. PROSE AND VERSE.—Hewett's German Reader. Bacon's *Im Vaterland*. Mosher's *Willkommen in Deutschland*. Schiller's *Wilhelm Tell*. Goethe's *Hermann und Dorothea*.

GERMAN 2.—Three hours a week.

COMPOSITION.—Joynes' German Grammar.

CLASSICAL LITERATURE.—Lectures on German literature up to the New High German period, followed by extensive readings from the works of Lessing, Goethe, Schiller, and Heine.

GERMAN 3.—Two hours a week.

A course of reading in German Science; Gore's German Science Reader; Brandt and Day's Scientific German Readings.

FRENCH.

ELEMENTARY FRENCH.—(Counts only among requirements for admission.) Five hours a week during fall term.

GRAMMAR AND COMPOSITION.—Aldrich and Foster's Elementary French. Oral and written exercises.

READING.—One hundred and fifty pages of easy French. Kuhns' French Reading for Beginners.

FRENCH 1.—(Counts 3 units toward a degree.) Five hours a week during spring term.

GRAMMAR AND COMPOSITION.—Aldrich and Foster's Elementary French. Written exercises and blackboard drill.

PROSE AND VERSE.—Kuhns' Reader; Malot's *Sans Famille*; Hugo's *Les Misérables*.

COURSE 2.—Three times a week.

COMPOSITION.—Higher grammatical drill.

LITERATURE.—The study of French fiction of the nineteenth century. Extensive readings from the works of Dumas, Hugo, Balzac, Merimee, Maupassant, Halevy, Daudet, Zola, etc.

SPANISH.

COURSE 1.—Three hours a week.

COMPOSITION.—De Tornos' Spanish Method.

PROSE AND VERSE.—Ramsey's Spanish Reader, Galdos' *Dona Perfecta*; Alarcon's *El Capitan Veneno*.

COURSE 2.—Three hours a week.

COMPOSITION.—De Tornos' Spanish Method. Thorough drill in conversational Spanish with the use of the phonograph.

Rapid reading of the works of Galdos, Valera, Alarcon, Cervantes, Echegaray.

V. SCHOOL OF MATHEMATICS.

Emeritus Professor Mills.

Professor Lanneau.

Professor Lake.

Instructor Jones.

COURSE 1.—Five hours weekly. Prescribed for the B.A. and the B.S. degree. To take this course the student must show that he has done, satisfactorily, at least one year's work on Elementary Algebra and one year's work on Higher or College Algebra; and that he is familiar with the Laws of Exponents, Radical Expressions, Quadratic Equations, Progressions, and the Binominal Theorem. He must also show that he has thoroughly mastered the Five Books of Plane Geometry.

FALL TERM.—Solid Geometry, and original exercises in Plane Geometry.

SPRING TERM.—Plane and Spherical Trigonometry, and applications.

TEXT-BOOKS.—Phillips and Fisher's Geometry, Gore's Trigonometry.

COURSE 2.—Three hours weekly. A satisfactory examination on the work of Course 1 must be passed before a student will be allowed to take this course.

FALL TERM.—Analytic Geometry—Loci, the Line, the Circle, Systems of Co-ordinates.

SPRING TERM.—Analytic Geometry continued—the Parabola, Ellipse, Hyperbola, Higher Plane Curves, Figures in Space.

TEXT-BOOK.—Wentworth's Analytic Geometry.

COURSE 3.—Two hours weekly. For entrance on this course satisfactory examinations on Courses 1 and 2 are required.

FALL TERM.—Differential Calculus.

SPRING TERM.—Integral Calculus.

TEXT-BOOK.—Nichols' Calculus.

VI. SCHOOL OF APPLIED MATHEMATICS AND ASTRONOMY.

Professor Lanneau.

Instructor Ray.

The subjects taught in this school are: Land Surveying, Roads and Railroads, Descriptive Geometry, Mechanical Drawing, and Astronomy.

THE OBSERVATORY.

Is well located. Its dome rotates easily. Its 5-inch telescope is unusually complete in adjusting gear, is equatorially mounted, and is moved by clock-work to synchronize with the stars. The more important attachments provided are: a Helioscope, a Filar-Position Micrometer, and a Spectroscope.

THE FIELD OUTFIT.

Includes instruments of best grade—Surveyor's Compass, with Vernier and Out-keeper; Steel Chain and Pins; Ranging Rods; Engineer's Level with 20-inch Telescope; Leveling Rods, reading to one-thousandth of a foot; Sextant and Mercurial Horizon; Surveyor's Transit, with vertical arc, stadia, latitude level, and solar attachment.

THE DRAFTING ROOM.

Is equipped with good tables with locked drawers for instruments and materials.

COURSE 1.—*Compass Surveying*.—Four hours a week in recitation and drawing, and two hours a week in field work. Counting five in the requirements for degree.

To enter this course a good knowledge of Trigonometry is required. It includes the exact adjustment of the various instruments as well as their use in the field.

The field work embraces problems of heights and distances; surveys and resurveys; the dividing of land as required, surface, section and cross-section, leveling, etc.

Special attention is given to office work—plotting the field notes, and calculating and discussing results.

TEXT-BOOKS.—Barton's Surveying, Anthony's Mechanical Drawing.

COURSE 2.—*Transit Surveying*.—Four hours a week in recitation and drawing, and two hours a week in field work. Counting five in the requirements for degree.

Fall Term—Descriptive Geometry, Mechanical Drawing, and Shades and Shadows.

Spring Term—Roads and Railroads, and Mechanical Drawing.

TEXT-BOOKS.—Barton's Surveying, Anthony and Ashley's Descriptive Geometry, Gillespie's Roads and Railroads.

COURSE 3.—*Astronomy*.—Three hours a week the entire session.

To take this course requires familiarity with Mathematics, and Physics 1. It embraces, however, more of the physical than of the mathematical—more of the "New Astronomy." The subject is developed by frequent lectures, by telescopic and outdoor observations, and by classroom illustrations with the Professor's recently designed apparatus called the Cosmoid.

The aim in this course is—by text, lecture, telescope, and Cosmoid—to acquaint the student with stellar facts and cos-

mic theories, and to lead him into a satisfactory and ennobling knowledge of the material universe.

TEXT-BOOK.—Young's Manual of Astronomy.

REFERENCES.—Young's General Astronomy, Newcomb and Holden's Astronomy, Langley's New Astronomy, Moulton's Introduction to Astronomy, Loomis's Practical Astronomy.

VII. SCHOOL OF CHEMISTRY.

Professor Brewer.

Instructor Huntley.

COURSE I.—A year's course of descriptive chemistry, consisting of both classroom and laboratory work. Three hours a week for lecture and recitation, and two hours a week for laboratory work throughout the year. Prescribed for the B.A. and B.S. degrees.

LECTURES AND RECITATIONS.—These include discussion of the more common metals and nonmetals and their compounds. Fundamental principles of the science are presented as far as possible with a class taking the subject for the first time. Theory is discussed after the facts on which it rests. With this in view, a few typical elements are selected for study which are not only inherently interesting and important, but also furnish data needed in the statement of laws and theories. After this introduction, the order of study is that required by the Periodic Law. Lectures are illustrated as fully as possible by experiments. Weekly written quizzes are given.

LABORATORY.—Each student is required to have a set of apparatus and to make experiments for himself, with the aid of the manual. Instructors are always present to aid in case of necessity. In setting up his own apparatus and collecting the necessary chemicals, he becomes intimately acquainted with every detail of the experiment. A careful record of laboratory work is required. This must be made while the experiment is going on, and submitted to an instructor for examination and criticism. The time is devoted to the preparation of the elements and some of their compounds and to the determination of their

properties. The last few weeks of the session are given to a brief introductory course in qualitative analysis.

COURSE 2.—A year's course in organic chemistry. Two hours a week for lecture and recitation, and four hours a week for laboratory work throughout the year. Elective, counting four in the degree courses. Course 1 is prerequisite.

LECTURES AND RECITATIONS.—These are devoted to the discussion of the hydrocarbons and their derivatives. The subject is studied from both its practical and theoretical points of view. While time is given to the consideration of the structure and relations of organic compounds, proper emphasis is also placed upon the study of the occurrence, manufacture, properties, and applications of commercial products, including such common substances as chloroform, ether, alcohol, beverages, vinegar, glycerine, nitro-glycerine, fats, soaps, sugar, starch, cellulose, guncotton, benzene, carbolic acid, aniline dyes, indigo, alkaloids, etc., etc.

LABORATORY.—For the first five months time is given to qualitative analysis. After preliminary study of the reactions involved and the methods of separation and identification of the more common metals and acids, each student is given a different series of mixtures of unknown substances and required to ascertain by analysis the content of each. The remaining four months are devoted to the preparation of organic compounds illustrating the lectures of this course.

COURSE 3.—A laboratory course in quantitative analysis. Eight hours of laboratory work per week for the year. Elective, counting four in the degree courses. Courses 1 and 2 are prerequisite.

The time is devoted to the study of standard gravimetric and volumetric methods of estimating the common bases and acids.

VIII. SCHOOL OF BIOLOGY.

*Professor Poteat.**Instructor Ives.*

COURSE 1.—*General Biology*.—The object of this course is to present the fundamental facts of the structure and the functions of animals and plants. It consists of a course of lectures and of a laboratory course. The lectures present, among other subjects, the structure and activities of the cell, the phenomena of movement, irritability, metabolism, reproduction, heredity, the origin of living forms, together with the embryology of particular organisms. The laboratory supplies material for study, the necessary reagents and dissecting instruments, including a compound microscope for each student.

Three hours a week for lecture and recitation, and two for laboratory work throughout the session. Prescribed for the B.S. and B.A. degrees.

BOOKS.—To be purchased by the student: Boyer's *Elementary Biology*. In the special library lodged in the building the student may consult the usual manuals and reference books.

COURSE 2.—*Botany*.—This course begins with a study of typical representatives from the several groups of Algæ. The Fungi are next taken up, and forms from the succeeding groups of plants, including the Angiosperms, are studied. The easy gradation from the lower to the higher types is shown. Plant Physiology is studied hand-in-hand with plant morphology. A large part of the material is to be collected by the student under the direction of the Professor.

Three hours a week for lecture and recitation and two for laboratory work, throughout the session. Elective, counting four in the degree courses, and offered only to students who have taken Course 1 of this School.

BOOKS.—To be purchased by the student: Bergen and Davis's

Principles of Botany. The laboratory is supplied with numerous books of reference.

COURSE 3.—*Zoology*.—This course is designed to give the student an idea of the animal series by studying representative types from the Protozoa to the higher Vertebrates. Emphasis is placed on the economic relations of animals to man. The study of animal activities, including observations of the regenerative process in a few forms, is taken parallel with the several types studied. Material is furnished showing the cleavage stages and early development of certain forms. The student is expected to obtain, when it is possible, the living material in its native environment, and frequent excursions are made under the direction of the Professor.

Three hours a week for lecture and recitation and two for laboratory work, throughout the session. Elective, counting four in the degree courses, and offered only to students who have taken Course 1 of this school.

BOOKS.—To be purchased by the student: Osborn's *Economic Zoology*. Numerous books of reference may be found in the laboratory.

COURSE 4.—*Elementary Physiology*.—This course is intended to give a general knowledge of the parts and activities of the human body. The laboratory supplies a human skeleton and numerous microscopical preparations of the various tissues which are used in demonstrations by the Professor.

Two hours a week for lecture and recitation during the fall term. Elective for the B.A., and the B.S. degree.

Martin's *Human Body* (Advanced Course) is to be purchased by each student.

COURSE 5.—*Geology*.—This course begins with the study of the chief rock-forming minerals, after which are taken up the general principles of Geology. The latter part of

the course deals with the records of early life. The work includes practical exercises in the field.

Two hours a week throughout the session. Elective for the B.A. and the B.S. degree.

The first part of the course is devoted to a study of physiography and the common rock-forming minerals, after which are studied the records of early life.

IX. SCHOOL OF PHYSICS.

Professor Lake.

The courses of this Department are as given below. The texts named are those last used and are intended to indicate the character and scope of the work in the courses; right is reserved to make changes in them whenever the best interest of the classes may demand it.

The lectures of the classroom are based upon previously assigned portions of the texts and are supplemented by quizzes, both oral and written, and problems, worked by the classes.

Laboratory work, which accompanies each course, is done under the personal supervision of the Professor, who renders assistance only when it is needed. From the beginning stress is laid on the formation of correct experimental habits. Students are required to make orderly records of their experiments in books kept for the purpose, and these books are regularly examined and returned to them with criticisms and suggestions.

COURSE I.—Three hours a week for lectures and recitations, and two hours a week for laboratory work. Prescribed for the B.A. and the B.S. degree.

The objects of this course are to furnish general culture and to prepare students for more advanced work. It embraces all the branches of General Physics—Mechanics, Heat, Electricity and Magnetism, Sound, and Light. Stress is laid upon the lead-

ing phenomena and fundamental laws and principles. Lectures are freely illustrated by experiment. The working of problems is an important part of the course. A knowledge of Mathematics 1 is required for entrance.

TEXT-BOOKS.—Wentworth and Hill's *Physics* (Revised), Stone's *Experimental Physics*.

COURSE 2.—Three hours a week for lectures and recitations and two hours a week for laboratory work. Elective, counting four in the degree courses.

This class studies *Mechanics*, *Light*, *Electricity* and *Magnetism*. The treatment of these subjects is more advanced and more mathematical than in the previous course. Prerequisites for entrance are *Physics* 1, and *Mathematics* 2.

TEXT-BOOKS.—Carhart's *University Physics*, Vol. I; Silvanus Thompson's *Lessons in Electricity and Magnetism*; Sabine's *Manual*; Ames and Bliss's *Manual*.

COURSE 3.—Three hours a week for lectures and two hours a week for laboratory. Elective, counting four in the degree courses.

For the benefit of those who wish to continue the study of *Physics*, special courses are offered in *Mechanics*, *Light*, and *Electricity*. The course in *Mechanics* is offered every year and is accompanied alternately by the course in *Light* and the course in *Electricity*.

The laboratory work is of an advanced nature, and consists of selected exercises, which require the use of instruments of precision. Prerequisites for admission to this course are a good working knowledge of *Differential* and *Integral Calculus*, and the completion of Courses 1 and 2 in *Physics*.

TEXT-BOOKS.—Jean's *Theoretical Mechanics*; Preston's *Theory of Light*; Franklin and Williamson's *Alternating Currents*.

X. SCHOOL OF PHILOSOPHY.

Professor Taylor.

COURSE 1.—Three periods a week. Required for the B.A. and the B.S. degree. Lectures supplemented by text-books. Frequent written quizzes.

- a. Psychology.
b. Logic.
c. Ethics.

An abstract of Hunter's History of Philosophy must be submitted by April 15th.

COURSE 2.—Metaphysics and History of Philosophy. Two periods a week. Elective for the B.A. degree.

[Text-books for 1911-12 to be announced.]

XI. SCHOOL OF POLITICAL SCIENCE.

Professor Sikes.

The aim of the courses in History is to secure familiarity with great movements, to show the gradual evolution of civilization, and the unity of all history. The past is studied sympathetically and comparisons are made with the present.

In Political Economy the student is urged to independent thinking and thorough research. He is trained to use the Library to make researches for himself, and to form his own conclusions. Perfect independence of thought is encouraged. The subjects emphasized are practical, such as will probably be met in life.

As an aid to this work the Library is supplied with governmental reports, books and magazines bearing on such subjects.

Instruction is by text-book, lectures, parallel reading, quizzes, and written reports.

HISTORY.

COURSE 1.—Three hours a week. Tuesday, Thursday, and Friday. Fourth period. Required for B.A. and LL.B. This course is suitable for first year students.

HISTORY AND CIVILIZATION OF GREECE.—Greek Governments, Social and Intellectual Life, Empire of Alexander the Great. In alternate years Rome will be studied.

REFORMATION.—Renaissance, Power of the Papacy, Reformation in the different States of Europe, Leaders.

MODERN HISTORY.—Especial emphasis is placed on the French Revolution and the nineteenth century in Europe.

COURSE 2.—Two hours a week. Tuesday and Thursday. Second hour. Elective for B.A. Adapted to advanced students.

HISTORY OF POLITICAL PARTIES.—Formation of Parties, History of Parties in United States.

TEXT-BOOK.—Macy, History of Political Parties.

AMERICAN POLITICAL THEORIES.—Revolution, Federalism, Democracy of Jefferson and Jackson, Theory of Slavery, Calhoun and States Rights, Civil War and Reconstruction, Present Tendencies.

TEXT-BOOKS.—Merriam, Political Theories; Burgess, Reconstruction and the Constitution.

NORTH CAROLINA HISTORY.—One hour a week. Friday 5th hour. Elective for B.A. This is a lecture course that deals with the history and the government of the State. Especial emphasis is placed on constitutional changes.

CONSTITUTIONAL GOVERNMENT.—Three hours a week.—Monday, Wednesday, and Friday. Second period. Elective for B.A. Required for LL.B.

ENGLISH GOVERNMENT.—The Kingship, the House of Commons, House of Lords, Cabinet, Revenues, Education, Foreign and Domestic Policies.

TEXT-BOOK.—Lowell: Government of England.

AMERICAN GOVERNMENT.—Genesis of the Constitution, Duties of the President, Powers of Congress, Judiciary, State Governments and their Activities, Political Parties, Present Tendencies.

TEXT-BOOK.—Bryce: American Commonwealth.

POLITICAL ECONOMY.

COURSE 1.—Three hours a week. Monday, Wednesday, and Friday. First period. Required for LL.B. Elective for B.A. and B.S. Recommended to second year stu-

dents. To enter this class a knowledge of General History is required.

OUTLINES OF ECONOMICS.—A study of Economic Theory, and the General Principles of the Science, such as value, rent, wages, production and distribution. Ely: Outlines of Economics.

TRUSTS AND MONOPOLIES.—Origin, growth and influence of great combinations; their economics, dangers, and methods of regulation. Clark: The Problem of Monopolies.

AGRICULTURAL ECONOMICS.—Land, labor, size of farms, land-owning, sale of farm products, tenancy, and similar problems are examined. Taylor: Agricultural Economics.

MONEY AND BANKING.—History of money, financial systems of other countries, U. S. National Banking system, kinds of money in circulation, principles of sound banking.

COURSE 2.—Two hours a week. Monday and Wednesday. Fifth period. Elective for B.A. Course 1 prerequisite. This course will stress certain subjects that have been treated briefly in Course 1, such as Money and Banking, Monopoly and Trusts, Tariff and Insurance.

SOCIOLOGY.

COURSE 1.—Two hours a week. Tuesday and Thursday. Fifth period. Elective. Recommended for Seniors, especially prospective students in law and the ministry.

TEXT-BOOKS.—Blackman's Sociology, and Ward's Introduction to Sociology.

XII. SCHOOL OF THE BIBLE.

Professor Cullom.

Professor Royall.

The work of this School is a part of the regular work of the College, and is in no sense a theological annex. There are four courses in the College open to students for the study of the Bible—two in English and one each in Greek and Hebrew.

THE ENGLISH BIBLE.

The text of the American Revision of the English Bible is the basis of the work in the classes of this department. Hand-books, maps, and the Library are used, but always with direct reference to the text itself.

The work of the text-book is supplemented by informal lectures designed to broaden the view, to show the relation of the books to each other and to the contemporary history, and to leave a definite impression as to the unique character of the Bible as a history of God's revelation of Himself to man.

COURSE 1.—*The Old Testament*.—Three hours a week one year. Elective. The work of this class tries to accomplish four things during the year: (1) To get a *clear and consecutive view of Old Testament history*. In getting this, the story of the Hebrew race and of their institutions as told by themselves is followed from Abraham to Nehemiah as the main line of study; and along with this, the conditions and movements of other nations and countries are studied incidentally in so far as they have any bearing on the development and history of the Hebrews. (2) *The personality and the message of the several Hebrew prophets* are studied in their particular settings, and the particular conditions with which they had to deal are discussed freely as sidelights to this personality and message. (3) *Hebrew poetry*. This subject is studied long enough to get an insight into the purpose and point of view of the several poetical books, and a few of the poems are studied as sample expressions of universal heart experiences. (4) *The Messianic ideal*, as a fundamental conception running through all the books and linking them together into a unique whole, is followed and studied with as much thoroughness as the time at our disposal will permit.

Professor Cullom.

COURSE 2.—*The New Testament*.—Three hours a week for one year. Elective. The work of this class also will be divided into four sections: (1) *Introduction*.—The political, social, and religious life of the Jews for three centuries immediately preceding the Christian era will be examined with a view to preparing the student for an intelligent appreciation of New Testament con-

ditions. (2) *The Life of Christ*.—The student is expected to acquire a consistent view at first hand of the person and teachings of Jesus as they appear in the four Gospels. (3) *The Apostolic Age*.—The beginning of Christianity as a life and as a system of teaching will be studied here as they are brought out in the Book of Acts, and in the Epistles. (4) Exegesis of one of Paul's epistles or the study of some other *great subject* of fundamental interest to the New Testament student. This section of our work is varied from year to year according to circumstances. The work at this point for the past session consisted of a careful study of the Book of Romans.

Professor Cullom.

THE GREEK NEW TESTAMENT.

COURSE 3.—Three hours a week. Elective. The object of the course is to enable students of classic Greek to acquire a knowledge of the New Testament idiom.

TEXT-BOOKS.—Wescott and Hort's New Testament in Greek; Burton's New Testament Moods and Tenses; Robertson's Grammar of the Greek New Testament; Thayer's Lexicon.

Professor Royall.

THE HEBREW OLD TESTAMENT.

COURSE 4.—Three hours a week. Elective for the B.A. degree in Group 3. The class is expected to master Harper's Elements of Hebrew, along with the Hebrew Method and Manual, and to acquire such facility in reading from the historical books of the Old Testament as to be able to use commentaries on the Hebrew text, and to begin the work of Hebrew exegesis.

Professor Cullom.

XIII. SCHOOL OF EDUCATION.

Professor Highsmith.

In this school an effort is made to ground the student in the fundamental principles of the science of education with the purpose of giving him a sound basis for the art of teaching and school management. As far as possible concrete illustrations of the theory are worked out in actual

practice so that the student may see the relation between the science and the art. To this end the history of education is studied as the evolution of thought, with special reference to the positive and the negative value of past theories and their bearing on present problems; while psychology in its application to the schoolroom is presented as the basis of all rational method.

An arrangement has been made whereby those students of Education who desire to become teachers may do practice work in the Wake Forest Public Schools.

COURSE 1.—Three hours a week. Elective.

SCHOOL ADMINISTRATION.—Courses of study, examinations, grading, records, incentives, ventilation, hygiene, duties of superintendents, of principals, of teachers, the school board in its executive and legislative functions, the decoration and equipment of school buildings, school law, the relation of the municipal, State and National governments to education.

TEXT-BOOKS.—Seeley, *New School Management*. Dutton and Snedden, *Administration of Public Education in the United States*.

COURSE 2.—Three hours a week. Elective.

EDUCATIONAL PSYCHOLOGY.—*Fall Term*. The general theory and process of mental development. The psychology of method, and the various studies and disciplines. Imitation, impulse, heredity, interest, suggestion, attention, perception, imagination, memory, conception, apperception, the feelings, the volitions, and their relations to education.

TEXT-BOOKS.—Thorndike, *Principles of Teaching*. Bagley, *The Educative Process*.

METHOD IN EDUCATION.—*Spring Term*. The principles of general method. Special methods of teaching reading, spelling, arithmetic, geography, history, grammar, and English literature in the common school.

TEXT-BOOKS.—McMurry, *Elements of General Method*, *Books on Special Method*.

COURSE 3.—Three hours a week. Elective.

THE HISTORY OF EDUCATION.—Primitive and Oriental education. Greek and Roman education. Early Christian education and its bearing on thought and activity. The Great Teacher and the Christian Fathers. Monasticism. Mysticism and Chivalry. Scholasticism and the rise of universities. The Renaissance and Humanism. The Reformation and education. Realism in education as typified by Erasmus, Milton, Montaigne, Bacon, and Comenius. Rousseau and the naturalistic tendency in education. Pestalozzi, Froebel, Herbart, and the psychological tendency. Herbert Spencer, Huxley, and the scientific tendency. The sociological tendency. The present eclectic tendency.

TEXT-BOOKS.—Monroe, Text-book in the History of Education. Painter, Great Pedagogical Essays.

PARALLEL READING.—Rousseau, *Emile*. Froebel, *Education of Man*.

COURSE 4.—Two hours a week. Elective.

CHILD STUDY.—A course on the physical and mental development of children. It is designed to present the facts, so far as they have been scientifically ascertained, concerning the nature and development of the mind during childhood and adolescence, with special reference to the meaning of these facts to the teacher.

TEXT-BOOKS.—Kirkpatrick, *Fundamentals of Child Study*. O'Shea, *Social Development and Education*.

(This course may be taken with profit as preparatory work to Education 2, and also to Moral Philosophy, Course 1.)

COURSE 5.—Three hours a week. Elective. (Open only to Seniors and Graduate Students.)

PHILOSOPHY OF EDUCATION.—The purpose of this course is an examination of the philosophical, historical, ethical, and psychological principles which underlie a scientific theory of education. The course embraces such topics as follow: The meaning and aim of education; evolution and idealism as bases of education; personality and environment; the individual and society; the principles of moral instruction; democracy and education; the function of the school as a social institution; the course of personal development; the course of study.

XIV. SCHOOL OF LAW.

WILLIAM L. POTEAT, M.A., LL.D., *President*.

WALTER SIKES, M.A., Ph.D., *Professor of Political Science*.

NEEDHAM Y. GULLEY, M.A., *Professor of Law, and Dean of the Department*.

EDGAR W. TIMBERLAKE, B.A., LL.B., *Professor of Law*.

ADMISSION.

The marked tendency of the age is toward thorough equipment for every profession. This is especially true in the Law. Therefore every young man intending to study law should take as thorough and complete a collegiate course as his circumstances will allow. No lawyer can succeed who can not write and speak correctly, and is not familiar with elementary mathematics.

Admission to Advanced Standing.—Applicants for admission to advanced standing as members of the second-year class must meet the educational requirements specified for admission to the first year class, and must pass satisfactory examinations on all the law work of the first year. Those having license to practice law or coming from other law schools of approved standing will be admitted without examination.

Admission as Special Students.—Applicants may, in the discretion of the Faculty, be admitted to the Law School as special students, and may elect such work as they desire, subject to the permission of the professors whose subjects are selected, but they shall not be candidates for a degree.

COURSES OF INSTRUCTION.

The courses of instruction extend through three years of nine months each. The object of the Law School is to afford a thorough training in the fundamental principles of the common law of England as modified by the statutes

of the State. Instruction is carried on by the diligent study of text-books, selected cases, lectures, discussions, and quizzes.

FIRST YEAR.

COURSE 1.—Five hours a week. *Professor Gulley.*

Fall Term.—Blackstone's Commentaries (Lewis), including Domestic Relations, Personal Property, Wills, Executors and Administrators, selected cases.

Spring Term.—Criminal Law, Bigelow on Bills, Notes and Cheques, Tiffany on Sales, Cooley's Constitutional Law, Constitution of North Carolina, selected cases.

COURSE 2.—Five hours a week. *Professor Timberlake.*

Fall Term.—Clark on Contracts, Huffcutt on Agency, selected cases.

Spring Term.—Bigelow on Torts, Hale on Bailments and Carriers, selected cases.

SECOND YEAR.

COURSE 3.—Five hours a week. *Professor Gulley.*

Fall Term.—Adams' and Bispham's Equity, selected cases.

Spring Term.—Common Law and Equity Pleading, The Code of Civil Procedure, Greenleaf on Evidence, selected cases.

COURSE 4.—Five hours a week. *Professor Timberlake.*

Fall Term.—Hopkins on Real Property, selected cases.

Spring Term.—Clark on Corporations, Municipal Corporations, Shumaker on Partnership, selected cases.

THIRD YEAR.

COURSE 5.—Five hours a week. *Professor Gulley.*

Fall Term.—Clark's Criminal Procedure, Bryant on Code Pleading, Hughes on Federal Procedure, selected cases.

Spring Term.—Childs on Guaranty and Suretyship, Bankruptcy and Conveyancing, Liens, Sedgwick on Damages, Conduct of Lawsuits, selected cases.

COURSE 6.—Five hours a week. *Professor Timberlake.*

Fall Term.—Minor on Conflict of Laws, Davis' International Law, selected cases.

Spring Term.—Hughes on Admiralty, Howe's Civil Law, Richards on Insurance, Banking, Sharswood's Legal Ethics, selected cases.

EXAMINATIONS.

Thorough written examinations are held when a subject is completed, and at the end of the term an examination is given on the whole work of the term.

DEGREE OF BACHELOR OF LAWS.

The degree of Bachelor of Laws (LL.B.) is conferred by the College on applicants who have successfully completed the whole work of the School of Law, together with History, Course 1, Political Economy, Course 1, and Constitutional Government. Candidates for this degree are required to prepare a thesis on some subject selected by the professors. No student is allowed to graduate except after three years of actual resident study, except in case of admission to advanced standing.

PRACTICE COURTS.

Practice courts are held on Saturday night. All students are required to attend and take part in the work. The purpose of these courts is to familiarize the students with all the details of actions, both civil and criminal, from the issuing of process to final judgment.

THE LIBRARY.

In a room adjoining the lecture room is the law library. This is open every afternoon to enable students to consult the various authorities on subjects under consideration.

EXPENSES.

Students in the Law School pay the same tuition and fees as other college students and are entitled to the same privileges, and they may, without extra charge, take work in other college classes.

SUMMER LAW SCHOOL.

The summer course in Law begins on the fifth day of June, and continues till the Supreme Court examination.

The subjects taught and the mode of instruction are, as nearly as practicable, the same as those for the first year of the regular College session. Special attention is given to preparing young men for examination on the course prescribed by the Supreme Court of North Carolina.

Students completing all courses of the Summer School may be credited with five hours on the B.A. degree.

The fee for admission to all courses in the Summer School is twenty dollars, payable in advance.

Further information may be had by application to Professor Gulley.

XV. SCHOOL OF MEDICINE.

WILLIAM L. POTEAT, LL.D., *President and Professor of Biology.*

JOHN BREWER POWERS, M.A., M.D., *Acting Dean and Professor of Histology, Bacteriology, and Pathology.*

EDGAR EGINTON STEWART, M.D., *Professor of Anatomy and Pharmacology.*

WILLIAM TURNER CARSTARPHEN, B.A., M.D., *Professor of Physiology.*

CHARLES E. BREWER, Ph.D., *Professor of Chemistry.*

JAMES L. LAKE, M.A., *Professor of Physics.*

HOWARD W. HUNTLEY, *Instructor in Chemistry.*

INTRODUCTORY STATEMENT.

Realizing the need of economy in time and money on the part of students who contemplate the study of Medicine, Wake Forest College, in compliance with a constant and increasing demand, established the School of Medicine in May, 1902. It is generally recognized that the eight years of collegiate work required for the baccalaureate and the medical degree is frequently too severe a tax on the

nervous and the financial capital of deserving students; and of late years many remedies have been suggested. The suggestion which has received the strongest support and which this department adopts is to combine the academic and the medical training in such a way as to preserve the advantages of each, and at the same time make it possible for the students to graduate with the baccalaureate degree and the medical degree in six years. This suggestion was first made practical by several of the larger universities, and the work of this school is organized according to this plan. Two years' time and expense are thus saved.

REQUIREMENTS FOR ADMISSION.

The requirements for admission to the College are set out at page 39.

No student is admitted to any of the classes of the School of Medicine until he has completed two years' work in college classes or its equivalent. See prescribed course for Bachelor of Science, p. 90.

AIM AND SCOPE OF THE SCHOOL OF MEDICINE.

This department has but one claim to existence and that is the excellence of its work. Accordingly, it undertakes to teach only those branches of medicine which can be taught as thoroughly in the small village as in the large city, namely, the laboratory studies in medicine, supplying the pure science foundation of the professional course. These studies are Anatomy, Physiology, Biology, Chemistry, Physics, Pharmacology, Histology, Bacteriology, and Pathology. This work has been made much easier by the advances in the manufacture of apparatus and in the methods of preserving material, and is simply an extension, in a special direction, of scientific work which the College has done for years.

RECOGNITION OF THE WORK IN THE SCHOOL OF MEDICINE.

Certificates of recommendation for advanced standing in medical colleges are given to those students only who have completed this two-year medical course and either the Bachelor of Science or the Bachelor of Arts course. The students who have completed the courses of this School are admitted to advanced standing without examination in most of the medical colleges of the country.

Membership in the Association of American Medical Colleges insures to our students the same recognition accorded to students from any other college. In May, 1907, this School was admitted by the Board of Regents of the University of New York to its List of Accredited Medical Colleges, in Group I, Class 3.

EQUIPMENT OF THE SCHOOL OF MEDICINE.

The School of Medicine is well equipped with suitable laboratories, apparatus, and material. The Alumni Building, constructed especially for laboratory purposes, is 65 by 80 feet, and three stories high. In it are the Anatomical, Physiological, Histological, Bacteriological, Pathological, and Biological laboratories. Beside these there are private laboratories for the professors of the above subjects. The equipment of these laboratories, both in apparatus and in material, is complete in every detail. Arrangements have been made with professors and janitors in the large hospitals and laboratories for a constant supply of microscopic material. The Anatomical and Physiological laboratories are likewise supplied with all the necessary material.

EXPENSES.

Students in the School of Medicine pay the same tuition and general college fees as other students and are entitled to the same privileges, and they may, without extra charge, take work in other departments.

COURSES IN MEDICINE.

COURSE 1.—*Anatomy*.—Instruction in gross human anatomy extends over a period of two years. The work is divided as follows: the first six to eight weeks are devoted to the study of Osteology, preparatory to the work in dissection, which begins about the first of November. To each student is loaned a complete human skeleton, which he may keep for constant reference until the end of the session. Upon completing the work in Osteology, the work in the dissecting room is begun. Each student is expected to make a complete dissection of the body. To this end the body is divided into five "parts." (1) Upper extremity, (2) Lower extremity, (3) Head and neck, (4) Thorax, (5) Abdomen, including perineum. To each student is assigned one of these "parts," for which he becomes responsible, and which he carefully dissects under constant guidance of the Professor of Anatomy, who attempts to instill, as far as possible, a desire for independent thought and investigation. The student is required during his first year to dissect the extremities, and may, if his time permits, work off the thorax.

The Anatomical Laboratory is located on the top floor of the new Alumni Building, and has been specially constructed for the purpose and thoroughly equipped for high-grade work. Especial pains have been taken to provide a well-lighted apartment.

During the course in Osteology the class meets four times a week for lectures, recitation and demonstration. After dissecting has begun, a minimum of eight hours a week in the Anatomical Laboratory is required of each student in addition to the four hours of classroom work which continues throughout the year. Students desiring to do extra work in the laboratory can make special arrangements to do so.

Lectures in General Embryology one hour per week for one term.

At the end of each year the student is given both written and practical examinations on the work covered during that year.

TEXT-BOOKS.—Gray's Anatomy, Cunningham's Dissector.

REFERENCE BOOKS.—Cunningham, 3d edition, Quain, Gerrish, Morris, Spalteholz, Sabotta-McMurrich.

Professor Stewart.

COURSE 2.—*Physiology*.—The course in Physiology extends from January to the succeeding Christmas. By means of this arrangement the student is given the opportunity of making considerable progress in Anatomy, Histology, Chemistry, and Physics, all of which are so important in preparing the way for a satisfactory understanding of Physiology. It is hoped, therefore, that all students who contemplate taking the work in Physiology, will arrange to take all of these other branches prior to or in conjunction with the Physiology course.

The work consists of lectures and recitations, accompanied by demonstrations before the class of experiments illustrating the important principles of Physiology. The class meets three times a week throughout the course. From January to May the subjects taken up include the physiology of muscle and nerve, of blood and lymph, of the organs of circulation of blood and lymph, of respiration, and of digestion and secretion. During the fall term the subjects introduced include a study of heat production and regulation, reproduction, of the anatomy and physiology of the central nervous system, and finally of the anatomy and physiology of the organs of special sense.

Four hours a week of experimental laboratory work are given throughout the course. This laboratory course consists in the performance of all the important fundamental experiments in physiology, by each student. A new laboratory, well equipped for the performance of the above work, is now open to those who take the course. Each student is required to preserve a record of his experiments and observation, in a laboratory note-book. These are examined and criticised weekly and will constitute part of the work upon which his grade is based. The final examination on Physiology is held when the subject is concluded. The examination is both written and practical.

TEXT-BOOKS.—Brubaker, Howell.

REFERENCE BOOKS.—Tigerstedt, Kirke, Schaefer, American Text-book.

Professor Carstarphen.

COURSE 3.—*Biology*.—Lectures and laboratory work the same as Biology 1 (page 64).

Professor Poteat.

COURSE 4.—*Inorganic Chemistry*.—Lectures and laboratory work the same as Chemistry 1 (page 62).

Professor Brewer.

COURSE 5.—*Physics*.—Lectures and laboratory work the same as Physics 1 (page 66).

Professor Lake.

COURSE 6.—*Histology*.—This fundamental branch of Microscopy is necessarily a part of the first year's Medical Course. Two lectures, fifty minutes each, and four hours laboratory work per week are devoted to its study throughout the first year. In addition, the laboratory is always open to those who wish to devote extra time to this work. The laboratory is adequately supplied with apparatus. Each student is provided with a locker, compound microscope, and complete outfit, for which he is held responsible. The object of the course is thoroughly to familiarize the student with the method of study and appearance of normal tissue. The course is divided into Histology proper, or a study of the tissue elements; Organology, a study of the structure of organs; and lastly, Special Senses and Nervous System. Both written and practical examinations are held during the course.

TEXT-BOOK.—Bailey's Histology.

REFERENCE BOOKS.—Böhm, Davidoff and Huber; Stöhr, edited by Lewis and Stöhr; Anatomy of Brain, by Whitehead; Nervous System of Morris' Human Anatomy, by Hardesty.

Professor Powers.

COURSE 7.—*Organic Chemistry*.—Lectures and laboratory work the same as Chemistry, Course 2 (page 63).

Professor Brewer.

COURSE 8.—*Physiological Chemistry*.—Instruction is given in this branch, by lectures, demonstrations, and laboratory work, throughout the spring term. The lectures are devoted to discussions of the nutrients, of ferments and digestion, of the chemistry of the blood, the tissues and secretions, and the end products of metabolism.

Lectures two hours a week, laboratory four hours a week.

In the laboratory, a preliminary course is given on the chemistry of various substances, such as proteids, with which the student of pure chemistry is not familiar, but which should be understood in order that he may intelligently execute the work which follows. This is followed by a course of qualitative analysis which embraces the examination of nearly all the tissues and fluids of the body. Especial attention is given to the blood, milk,

gastric juice, and to urinalysis. Those physiological processes that can be closely imitated outside of the body, such as the action of enzymes, salivary, pancreatic and gastric digestion, are studied thoroughly.

TEXT-BOOKS.—Long, *Physiological Chemistry*, 2d edition; Holland, *Medical Chemistry and Toxicology*, 2d edition.

Professor Carstarphen.

COURSE 9.—*Pharmacology*.—The work in Pharmacology extends from January to the end of the session, and it is *strongly recommended* that it be taken only by students who have completed their work in Physiology. The work consists of lectures and recitations, accompanied from time to time by demonstrations of the action of the more important drugs upon animals. Specimens of the more common drugs will be shown to render the student familiar with their appearance. The action of all the important drugs of the Pharmacopœa will be studied in detail. Toward the end of the session special instruction in prescription writing will be given. The class meets three times a week.

TEXT-BOOKS.—Cushny, *Pharmacology and Therapeutics*, or *The Action of Drugs* (latest edition).

REFERENCE BOOKS.—Butler, Sollman, Stevens, White, and Wilcox.

Professor Stewart.

COURSE 10.—*Bacteriology*.—Three lectures, fifty minutes each, and eight hours laboratory work per week during the first term of the second year of the Medical Course are devoted to this study. The laboratory is open at all hours to the class, and the students are required to make daily observations and keep record of the cultural characteristics of the bacteria. Each student is provided with a locker, a compound microscope, and material necessary for the study of bacteria. The course consists of (a) lectures and recitations on the history of Bacteriology, Biology of Bacteria, Infection and Immunity. (b) Lectures, recitations and laboratory demonstrations on Sterilization, Disinfection, Preparation of Culture Media, Methods of Studying Bacteria, and the bacteriological examination of water, soil and air. About forty bacteria, comprising all the important pathogenic species, are studied, and the student is required to keep a daily record of his work. At the end of the course written and practical examinations are held.

TEXT-BOOK.—McFarland's Text-book of Pathogenic Bacteria.

REFERENCE BOOKS.—Abbott, Lehmann and Newmann, Bacteriology; Immune Serum, Wasserman; Modern Theories of Bacterial Immunity, Ernst; General Bacteriology, Jordan.

Professor Powers.

COURSE 11.—*Pathology*.—Three lectures, fifty minutes each, and eight hours' laboratory work per week during the second term of the second year of the Medical Course are devoted to this study. The laboratory is open at all times, and students wishing to devote extra time to this work may do so. The laboratory is adequately supplied with apparatus and pathological tissues. Each student is provided with a locker, compound microscope, and material for staining and mounting. At the end of the session each student possesses from 175 to 200 permanent tissue mounts, showing the various stages of the pathological processes. The course consists of: (a) Lectures and recitations on autopsies. (b) Lectures and demonstrations on pathological technique. (c) General Pathology. (d) Special Pathology. The student is required to stand both written and practical examinations at the end of the session.

TEXT-BOOK.—Text-book of Pathology, Delafield and Prudden.

REFERENCE BOOKS.—Principles of Pathology, Adami; General Pathology and Special Pathology, Ziegler; Manual of Pathology, Coplin; Text-book of Pathology, Steugel; Allbut's System of Medicine; Modern Medicine, Osler; Pathological Technique, Mallory and Wright.

Professor Powers.

XVI. SCHOOL OF PHYSICAL CULTURE.

Professor Crozier.

Assistant Jenkins.

Attendance three periods a week for three years in Physical Culture will be required of every student who, at the time he enters college presents less than 15 units of entrance work, except candidates for the LL.B. degree, who are required to take three periods a week for two years.

Proportional credit on Gymnasium requirements allowed to students admitted to advanced standing for the B.A., B.S., and

LL.B. degrees will be rated as follows: for four hours credit on degree, one hour credit on Gymnasium requirements; for eight hours credit on degree, two hours credit on Gymnasium requirements; for twelve hours credit on degree, three hours credit on Gymnasium requirements.

Until the senior year of his college course every student not excused by the Faculty on the advice of the Medical Examiner, must register for work in Physical Culture. Students who, at any time, have been absent as much as 50 per cent. of required attendance without cause from the classes in Physical Culture, will not be allowed to continue their other college work. Students absent more than 30 per cent, without cause, will be given credit for only 50 per cent. of their work.

A thorough physical examination will be made of every student as soon as possible after he enters college, and before he is assigned to any class in the Gymnasium, and at intervals during his course. Special examinations will be made of every candidate for Track and other Athletic Teams.

CLASSES.—Every day the 6th, 7th, and 8th periods. Students are graded as in the other schools of the College, and these grades are reckoned in making up the general average.

Degrees

The degrees conferred are Bachelor of Arts, Bachelor of Science, Master of Arts, and Bachelor of Laws. Candidates for each of these degrees must present the fourteen units of credit required for entrance *in addition to* the courses indicated below. No subject counted in the entrance credits may be counted in the courses specified for degrees. In case a subject which is "prescribed" for a degree is offered for entrance credit, the full number of recitations required for the degree must be made up out of the list of "electives."

Bachelor of Arts

To be entitled to the degree of Bachelor of Arts the student must have met the requirements in Physical Culture (p. 85) and have completed the following courses:

Prescribed

(Thirty-four hours.)¹

Latin 1 (5 hrs.)²

English 1 and 2 (6 hrs.)

French 1 (3 hrs.) or German 1 (3 hrs.) or Spanish 1 (3 hrs.) or Greek 1 (5 hrs.)

Mathematics 1 (5 hrs.)

Chemistry 1 (3 hrs.)

Physics 1 (3 hrs.)

Biology 1 (3 hrs.)

Philosophy 1 (3 hrs.)

History 1 (3 hrs.)

Elective

GROUP 1. LETTERS.

English, 6 hours.

Language, 17 hours—Latin, Greek, Modern Languages.

¹Thirty-six, in case Greek is taken.

²Not prescribed in case Group 2 (Civics) of Electives is taken, but its place must be supplied by another foreign language. Not less than two foreign languages must be taken in the list of prescribed studies.

Six hours from the following subjects:

- History 2 (2 hrs.)
- Bible 1 (3 hrs.)
- Bible 2 (3 hrs.)
- Education 1 (3 hrs.)
- Education 3 (3 hrs.)
- Zoology (4 hrs.)
- Botany (4 hrs.)
- Mathematics 2 (3 hrs.)
- Geology (2 hrs.)
- Elementary Physiology (1 hr.)
- Astronomy (3 hrs.)
- Political Economy 1 (3 hrs.)
- Latin 4 (2 hrs.)
- Greek 4 (2 hrs.)
- English 5 or 6 (2 hrs.)

GROUP 2. CIVICS.

- Political Economy 1 (3 hrs.)
- Political Economy 2 (2 hrs.)
- History 2 (2 hrs.)
- Sociology (2 hrs.)
- Government (3 hrs.)
- Education 3 (3 hrs.)
- North Carolina History (1 hr.)
- Law 1 (5 hrs.)

Fifteen hours from the following subjects:

- Philosophy 2 (2 hrs.)
- English, 3 hours.
- Bible 1 (3 hrs.)
- Bible 2 (3 hrs.)
- Education 1 (3 hrs.)
- Education (3 hrs.)
- Education 5 (3 hrs.)
- Applied Mathematics 1 (5 hrs.)
- Astronomy (3 hrs.)
- Geology (2 hrs.)

Elementary Physiology, 1 hour.

Law 2 (5 hrs.)

Law 3 (5 hrs.)

GROUP 3. MINISTRY.

Bible 1 (3 hrs.)

Bible 2 (3 hrs.)

Bible 3 (3 hrs.)

English, 3 hours.

Greek 2 (3 hrs.)

Language, 3 hours.

Education 2 (3 hrs.)

Six hours from the following subjects:

English, 3 hours.

History 2 (2 hrs.)

Sociology (2 hrs.)

Political Economy 1 (3 hrs.)

Philosophy 2 (2 hrs.)

Zoology (4 hrs.)

Botany (4 hrs.)

Geology (2 hrs.)

Elementary Physiology (1 hr.)

Astronomy (3 hrs.)

Education (3 hrs.)

Bible 4 (3 hrs.)

GROUP 4. EDUCATION.

Education 1 (3 hrs.)

Education 2 (3 hrs.)

Education 3 (3 hrs.)

English, 3 hours.

Language (3 hrs.)

Mathematics 2 (3 hrs.)

Elementary Physiology (1 hr.)

Nine hours from the following subjects:

Zoology (4 hrs.)

Botany (4 hrs.)

5. Bible, 3 hours.
North Carolina History (1 hr.)
Government (3 hrs.)
Political Economy 1 (3 hrs.)
Geology (2 hrs.)
Elementary Physiology (1 hr.)
History 2 (2 hrs.)
Astronomy (3 hrs.)
English, 3 hours.
Language, 3, 6, or 9 hours.

Bachelor of Science

To be entitled to the degree of Bachelor of Science the student must have met the requirements in Physical Culture (p. 85) and have completed the following courses:

Prescribed

(Thirty-three hours.)

- English I (3 hrs.)
German I (3 hrs.)
French I* (3 hrs.)
Mathematics I (5 hrs.)
Chemistry I (3 hrs.)
Chemistry 2 (4 hrs.)
Physics I (3 hrs.)
Biology I (3 hrs.)
History I (3 hrs.)
Philosophy I (3 hrs.)

Elective

GROUP I. GENERAL SCIENCE.

- Language, 3 hours.
Mathematics 2 (3 hrs.)
Mathematics 3 (2 hrs.)
Political Economy I (3 hrs.)

*In Group 3 (Medicine), Latin 1 (5 hrs.) may be taken instead of French 1. In case French 1 is elected, German 2 must be added.

Physics 2 (4 hrs.)

Zoology or Botany (4 hrs.)

Elementary Physiology (1 hr.)

Nine hours from the following subjects:

Physics 3 (4 hrs.)

Chemistry 3 (2 hrs.)

Zoology (4 hrs.)

Botany (4 hrs.)

Geology (2 hrs.)

Elementary Physiology (1 hr.)

Astronomy (3 hrs.)

Applied Mathematics 1 (5 hrs.)

French 2 (3 hrs.)

German 2 (3 hrs.)

German 3 (2 hrs.)

Bible 1 (3 hrs.)

Bible 2 (3 hrs.)

GROUP 2. ENGINEERING.

Mathematics 2 (3 hrs.)

Applied Mathematics 1 (5 hrs.)

Applied Mathematics 2 (5 hrs.)

Geology (2 hrs.)

Elementary Physiology (1 hr.)

Law 4 (5 hrs.)

Physics 2 (4 hrs.)

Physics 3 (4 hrs.)

GROUP 3. MEDICINE.

Anatomy, 2 years (12 hrs.)

Physiology (4 hrs.)

Histology (4 hrs.)

Physiological Chemistry (2 hrs.)

Bacteriology and Pathology (6 hrs.)

Pharmacology (2 hrs.)

5.

Master of Arts

To be entitled to the degree of Master of Arts the student must have received the degree of Bachelor of Arts or Bachelor of Science and completed an additional year's work of not less than fifteen hours a week. This work must include at least three of the following advanced courses: Latin 3 and 4, Greek 3 and 4, English 3, 4, 5, and 6, French 2 and 3, German 2 and 3, Spanish 2, Mathematics 2 and 3, Chemistry 2 and 3, Biology 2 and 3, Physics 2 and 3, Philosophy 2, History 2, Political Economy 2, Bible 3 and 4, Education 3, Applied Mathematics 1 and 2, Astronomy. Upon this year's work a minimum grade of 90 is required.

A study which has been taken as an elective in the Bachelor of Arts course, or the Bachelor of Science course, does not count in the required number of hours for the Master of Arts degree.

Bachelor of Laws

To be entitled to the degree of Bachelor of Laws the student must have completed the subjects named below. Studies which have been counted for the LL.B. degree will not be accepted as electives for the B.A. or the M.A. degree. Attendance in the Gymnasium is required of all candidates for the LL.B. degree three periods a week for two years.

Prescribed for Bachelor of Laws. (Thirty-nine hours.)

Law 1 (5 hrs.)

Law 2 (5 hrs.)

Law 3 (5 hrs.)

Law 4 (5 hrs.)

Law 5 (5 hrs.)

Law 6 (5 hrs.)

Political Economy 1 (3 hrs.)

Government (3 hrs.)

History 1 (3 hrs.)

Theses and Addresses

Except in the cases mentioned below, two theses are required of each candidate for a degree—one of not less than one thousand words, to be presented by May 1 of his Junior year; the other of not less than two thousand words, to be presented by May 1 of his Senior year. No thesis will be received later than the date specified except by special action of the Faculty and upon the payment of a fee of five dollars. The student must select the school within the scope of which he purposes to prepare his thesis, and then have the subject assigned him by the professor of that school. The subject must be reported in writing to the President on the first Wednesday in October, and may not be changed thereafter. A list of authorities consulted must be appended to the thesis. Anniversary addresses may be received as theses.

Only one thesis is required of candidates for the degree of Bachelor of Laws.

A third thesis of not less than two thousand words is required of candidates for the degree of Master of Arts.

On the third Monday in March the Faculty will select six members of the Senior Class as speakers for Commencement Day, who shall deliver addresses of not more than one thousand words in length. Of these speakers and of the editors of "The Wake Forest Student," the Senior Thesis is not required. Each speaker must submit his graduating address to the President at least ten days before Commencement Day.

At the first meeting in May, each of the Literary Societies may elect six of its members from the Senior Class, six of whom—three from each society—shall deliver original addresses of not less than seven hundred nor more than one thousand words, on the third Friday evening in Octo-

ber; the remaining six, on the second Friday evening in March. These addresses may be received in place of theses. Anniversary speakers are not eligible to these positions. All addresses must be approved by the President.

Senior Theses and Senior Addresses are to be written on paper furnished by the College, and are bound and preserved in the College Library.

Bachelors of Arts and Bachelors of Science whose average grade is not less than 98, shall have inscribed in their diplomas the words *summa cum laude*; those whose average grade is less than 98 but not less than 95, shall have the words *magna cum laude*; while those whose average grade is under 95 but not under 90, shall have the words *cum laude*.

All "conditions" must be removed by April 8 of the Senior year.

Recitations and Examinations

Each student is expected to take at least fifteen recitations a week. No student may take more than eighteen recitations a week except by special permission of the Faculty, and the payment of \$2 in advance for each additional recitation. Credit on work above eighteen recitations is not given unless both these conditions are met. Failure to make an average monthly grade of 90 on each subject will debar the student from this privilege.

All unexcused absences are marked zero. Students absent as many as three times in any calendar month from any class are required to stand in a body a special examination, limited to one hour, on the whole ground covered by the class during that month. Failure to stand any of these examinations will prevent the student from passing on the subject involved. In case a student is absent from any

class more than three times in any calendar month, the fact is reported to the President, who may communicate it to the parent or the guardian of the student.

Students who make an average of less than 70 on either term's work, in subjects which continue throughout the session, are not allowed to make up the deficiency by averaging this grade with the other term's work.

No student is allowed to represent the College in any public function, or as editor of any of the college periodicals, whose daily grade in any class is below 80, or whose unexcused absences from chapel exceed 7.

Students who fail on examination may be examined at the next regular examination on the same part of the course, and the result of the re-examination is averaged with the daily grade previously secured. No student, however, will be allowed a special examination until he shall have shown good reason for it and shall have presented to the professor the Bursar's receipt for one dollar paid to him to be turned into the Library Fund. This fee will be remitted, first, in case of students who present a physician's certificate of illness; second, in case of conflict with other college duties.

Except in the Schools of Law and Medicine, classes are examined only at the times designated by the Faculty. (See Schedule, page 4.)

During examination no student, without permission from the instructor in charge, is allowed to sit at the same table with a member of his class, to consult any book or document, or to have communication with any person except the instructor. Examination papers are accompanied by a written pledge that no aid has been given or received.

To be entitled to a Certificate of Proficiency the student must obtain a grade of at least 75 on each study.

A course taken *in absentia* receives one-half the credit of

the same course taken in residence. Students taking work *in absentia* are charged a fee of \$3.00 a term for each course taken.

Reports

At the end of the first and third quarters reports upon progress in studies and upon deportment are sent to parents or guardians. These quarterly reports are not intended to indicate the precise grade of scholarship of students.

At the end of each term a report is sent to the parent or guardian of the student, showing his precise grade of scholarship and total number of absences from recitations and religious exercises.

The reports are designed to maintain communication with parents and guardians, to elicit their counsel and encouragement, and thus bring to bear practically and directly upon every student the influence of home. Prompt attention, therefore, it is hoped, will be given by parents to the suggestions contained in these reports.

Discipline

The discipline of the College is adapted and intended, not for boys, but for young men who have attained to such maturity as to enable them to exercise self-control. All students are expected to be faithful in work, prompt and regular in attendance upon all their college duties, and, in their relations with their instructors and fellow-students, to cultivate those amenities which are universally recognized among gentlemen. Profanity, gambling, and the use of intoxicating drinks will not be tolerated. Sport or exercise likely to annoy persons or injure property is forbidden.

Students wishing to go farther than four miles from the College must obtain permission from the President or his representative. Students who persist in violating this regulation will be expelled.

A student not in good standing is debarred from representing the College in any public function.

Every effort is made to develop in students the principles of true manliness and the sentiments of self-respect. To this end they are trusted and treated as gentlemen.

Young men who will not respond to this open and generous *regime*, who have formed vicious habits, or who can not restrain themselves from mischief and from annoyance to their fellow-students, will not be tolerated in the institution.

Literary Societies

There are two Literary Societies—the Philomathesian and the Euzelian. Each Society holds two meetings a week—one on Friday night for debate, the other on Saturday morning for exercises in composition and speaking and for the transaction of general business. In all these exercises the members are required to participate. The Faculty regards the Societies as important aids in the work of education and in the preservation of wholesome sentiments among the students. It would be difficult to overestimate their importance in imparting a knowledge of parliamentary law, in cultivating and directing taste for reading, and in the formation of correct habits of public speaking. Any student, after the fourteenth day from the date of his resignation, on obtaining written permission of the President, may connect himself with either of these Societies, provided its membership shall be less than three-fifths of the aggregate membership of both of them.

Students are required to join one of the Societies within two months after registration, unless excused by the Faculty.

Any student expelled from either Society is dismissed from the College.

5. The exceptional excellence and value of these two Societies are believed to be due, in part, to the fact that no other secret societies of any kind are allowed to exist among the students. The Board of Trustees prohibit all other secret societies in the College. In May, 1907, they reaffirmed their long-settled policy in the following resolutions:

"*Resolved*, That it is the sense of the Board that from this time forward any student who becomes a member of any secret fraternity, local or national, other than the two Literary Societies (Euzelian and Philomathesian), whether he be initiated here or elsewhere, thereby forfeits at once his right to membership in the student body of the College.

"*Resolved*, That the Faculty be requested to take all practicable measures to ascertain the name of any student who becomes a member of such fraternity, and, on conviction, promptly send such student home.

"*Resolved*, That any student already a member of such fraternity who shall be convicted of seeking in any way or by any means to induce other students to join such fraternity, or of promoting the fraternity spirit among his fellow-students, shall be expelled."

Several Medals are offered by the Societies.

In the Philomathesian Society:

To the best orator of the Senior class.

To the best orator of the Junior class.

For the greatest improvement in oratory and debate in the Sophomore class.

For the greatest improvement in oratory and debate in the Freshman class.

In the Euzelian Society:

The Thomas Dixon, Jr., Medal, to the best orator of the Senior class.

The Thomas Dixon, Jr., Medal, for the best essay. Open to all members of both societies.

The J. L. Allen Medal, to the best debater in the Society.

For the greatest improvement in oratory and debate in the Junior class.

For the greatest improvement in oratory and debate in the Sophomore class.

For the greatest improvement in oratory and debate in the Freshman class.

Medals are offered by "The Wake Forest Student" as follows:

For the best essay.

For the best story.

The Societies celebrate their anniversary on the Friday nearest the 14th of February in each year, with a joint debate in the afternoon and orations in the evening.

The Library

E. P. ELLINGTON, *Librarian*.

J. B. COPPLE, *Assistant Librarian*.

The Library now consists of upwards of nineteen thousand thoroughly classified and catalogued volumes and several thousand pamphlets. It contains two special collections—"The James C. Maske Collection" of the Ancient Classics, and "The Skinner Library" of religious literature.

In June, 1910, the Library received by bequest the library of the late S. S. Alsop, Esquire, Enfield, N. C. It consists of a thousand volumes, in which are valuable collections on North Carolina and American history, and many rare volumes of antiquarian interest.

The Library contains special shelves for the library of the North Carolina Baptist Historical Society, and any books, pamphlets, church records, papers, manuscripts, minutes of associations, and other documents tending to throw light upon the history and progress of our denomination, will be gladly received and carefully preserved.

The Reading Room

The Reading Room is open every day in the forenoon and the afternoon. The officer in charge is required to pre-

serve order. The books and pamphlets of the Library may be consulted here, and on certain conditions may be borrowed. The best current literature is regularly received. The following periodicals may be mentioned as accessible in the Reading Room:

The Atlantic Monthly,	The Nation,
The Century,	The Literary Digest,
Harper's Monthly,	The Saturday Evening Post,
McClure's Magazine,	Harper's Weekly,
Everybody's Magazine,	Collier's Weekly,
The Cosmopolitan,	Country Life,
Current Literature,	The Illustrated London News,
The Strand,	The Youth's Companion,
Scribner's Magazine,	The National Economist,
Modern Language Notes,	The Manufacturers' Record,
The American Journal of Theology,	The Political Science Quarterly,
Uncle Remus' Magazine,	Educational Review,
Lippincott's Magazine,	Classical Philology,
The World's Work,	The Classical Journal,
The Forum,	School Review,
The North American Review,	The American Journal of Philology,
The Bookman,	The American Journal of Sociology,
The Dial,	The Biblical World,
Review of Reviews,	The Expositor,
The New England Magazine,	The Homiletic Review,
The Sewanee Review,	The Review and Expositor,
The South Atlantic Quarterly,	The Expository Times,
The American Historical Review,	The Missionary Review of the World,
The Edinburgh Review,	The Baptist Missionary Magazine,
The Quarterly Review,	The Foreign Mission Journal,
The Westminster Review,	The Missionary Herald,
Blackwood's,	The Popular Science Monthly,
The Contemporary Review,	The Journal of the Chemical Society,
The Fortnightly Review,	Popular Astronomy,
The Nineteenth Century,	The American Naturalist,
Chambers' Journal,	Nature,
The Outlook,	
The Independent,	
The British Weekly,	
The World To-day,	

The American Lawyer,	Record of Christian Work,
The N. C. Law Journal,	Service,
Physical Culture,	The Standard (Chicago),
Association Men,	The Congregationalist,
The Sunday School Times,	The New York Times,
The Religious Herald,	The Baltimore Sun,
The Baptist Courier,	The Washington Post,
The Western Recorder,	The News and Observer,
The Baptist World,	The Columbia State,
The Baptist and Reflector,	The Charleston News and Courier,
The Baptist Standard,	The Atlanta Constitution,
Charity and Children,	The Wilmington Star,
The Biblical Recorder,	The Charlotte Observer,
The South Carolina Baptist,	The Union Republican,
The Christian Advocate,	The Progressive Farmer,
The Word and Way,	The Christian Index.

The Museum

The College Museum contains a considerable variety of minerals, a series of typical fossils and specimens of the chief groups of animals, besides other interesting objects. It is, therefore, a valuable aid in the teaching of the sciences. Additions are constantly being made. The students and other friends of the College are asked to help in this work.

Since the publication of the last catalogue the following persons have made contributions to the Museum, and to them the thanks of the College are due:

President W. L. Poteat.

Instructor J. D. Ives.

Rev. George W. Greene, D.D.

Rev. T. B. Davis.

Mr. J. W. Nowell.

Mr. L. B. Olive.

Wake Forest Scientific Society

In December, 1890, certain students and professors of the College organized the Wake Forest Scientific Society. Its objects are to promote interest in the progress of science and to encourage original investigation. Those who are, or have been, members of the Faculty or students of the College are eligible to active membership. The regular meetings are held on the first Tuesday evening of each month of the session.

Wake Forest Alumni Association

The objects of this association are to preserve and quicken the interest of its members in their Alma Mater, to suggest improvements in the course of study, to discuss educational problems, to record the progress of the arts and sciences, and to preserve the history and influence of the College as illustrated in the lives of individual Alumni. Any former student of the College is eligible to membership upon the recommendation of the standing committee.

The annual meeting is held at the College on Thursday evening of Commencement week, at which time a member chosen a year before delivers an oration.

The annual address for 1910 was delivered by Mr. John A. Oates (class of 1895), of Fayetteville, N. C.

The following are the officers of the Association:

President—Hon. M. L. Davis ('05).

Vice-President—Mr. John M. Brewer ('99), Wake Forest, N. C.

Secretary and Treasurer—Professor E. W. Timberlake ('01), Wake Forest, N. C.

Athletics

The College encourages all manly sports. Especial emphasis is placed on outdoor sports, and every student is urged to spend some part of the day in vigorous open-air exercise. For this purpose there are baseball diamonds and tennis courts. In each college year Field Day is recognized for the encouragement of track athletics. All sports and games are under the direction of the Athletic Association, a student organization. The Faculty exercises a general advisory control through its Athletics Committee.

In order to become a member, or a subordinate member, of any athletic team, a student must make application in a prescribed form to the Athletic Committee and be endorsed by that Committee. No student is eligible to appointment upon any athletic team who registers later than the first of October, or who receives remuneration in consideration of his athletic services, or whose class average falls below 80.

An athletic team may be allowed absence from the College for periods aggregating not more than five days in any one session, not including Saturdays.

Publications

The Euzelian and Philomathesian Societies publish monthly, from October to June, inclusive, a literary magazine known as "The Wake Forest Student." It is now in its twenty-third volume, and deserves the support of the friends of the College and of the Alumni in particular. Dr. J. H. Gorrell represents the Faculty in its editorial control.

The Young Men's Christian Association publishes annually a manual for the convenience of students in college life.

The general student body publishes a college annual, "The Howler."

5. The "Bulletin of Wake Forest College" is published quarterly by the Trustees.

Religious Exercises

Religious services are held each day, and all the students are required to attend them. Students who are not in their assigned seats when the bell ceases to toll for morning prayers are marked absent. From the time of entering the chapel to the time of leaving it students are required to abstain from all irreverent behavior.

A well-organized Baptist church, Rev. Walter N. Johnson, pastor, worships every Sunday in the College chapel and holds a prayer meeting every Wednesday evening. The students are required to be present at the whole of the Sunday morning service.

In connection with the church is a well-equipped Sunday School, largely attended by the students. Professor J. H. Gorrell is the superintendent; and among the teachers are several professors of the College, who conduct Bible classes especially designed for students. A missionary society meets the first Sunday of each month.

An essential feature in the religious life of the College is the Young Men's Christian Association. It is the largest organization among the students—two-thirds of them being actively connected with it. The purpose of the Association is to help the students to practice the truth as they learn it, to preserve their loyalty to Christ, and to win their fellows to Him. For several years the Association has made special efforts more effectively to influence the non-ministerial students. In this it has succeeded, and now the president and other principal officers come from this section of the student body. The Association assembles immediately after supper on Monday evenings for prayer meeting. These meetings are usually led by some student selected by the chairman of

the religious meeting committee. Each year the Association sends a number of delegates to the Interstate Convention and to the Student Conference. It organizes both Bible Study Bands and Mission Study Bands. These bands, each with its leader, meet regularly once a week. The present officers are: A. J. Hutchins, President; S. A. Egerton, Vice-President; W. C. Ellis, Recording Secretary; Gordon Po-teat, Corresponding Secretary; W. L. Eddinger, Treasurer. The Association publishes annually a manual for the convenience of students.

Ministers

There is no theological department in the College. Of the total number of students this session seventy-four are ministers.

In pursuance of the purpose of the North Carolina Baptist State Convention to provide an educated ministry for the churches which compose it, ministerial students receive assistance in several ways. They are not required to pay the tuition fee. Again, those who have been licensed to preach and are unable to command the means necessary to defray the cost of board may receive aid for this purpose from the Board of Education of the Baptist State Convention, so far as the means may be at its disposal. Professor W. R. Cullom, Corresponding Secretary of the Board of Education, Wake Forest, N. C., will give all who need it information on this point.

The Professor of the Bible conducts each year a class in the study of the more prominent lines of a minister's work. The class meets once a week. Its work is not credited on the requirements for any of the college degrees, but it is believed to be of especial value to ministers, helping them to a first-hand acquaintance with the literature of the sub-

jects taught, while it stimulates in the student the desire to attend a theological seminary.

The Baptist State Convention, in its sixtieth session at Greenville, N. C., adopted a report on education which expressed the opinion that the highest interests of ministerial students are not served by their becoming pastors of churches, and the conviction that such an arrangement is not desirable for the churches themselves. In view of this action and of the mature opinion of the Faculty in harmony therewith, students who are preparing to preach will not be allowed to be absent on ministerial duty more than one Sunday in each month, and it is strongly advised that they shall not assume the pastoral care of churches at all during their student life in the College.

Scholarships

The Board of Trustees has established forty-five scholarships in the academies and graded schools of North Carolina. The Faculty has adopted the following conditions upon which appointment to one of these scholarships is made:

The appointee must be a male student of the white race, of good moral character, who has made the highest grade on competitive examination conducted under the direction of the principal or other person in charge of the school entitled to the scholarship. The appointment is for one year only, but the scholar so appointed is eligible to reappointment, *provided* (1) his deportment is blameless, and (2) he has made a passing grade on each study taken the previous year, making, in the case of reappointment for a second year, a minimum average of 85 on all studies taken the first year, and, for a third year, a minimum average of 90 on the second year's work. The scholarship is not available to the same student beyond three years. In case the scholar fails of reappointment for a subsequent year, the school may make a new appointment on the conditions given above.

College Expenses

Required of all Students—

Tuition per term of five months.....	\$25.00
Matriculation fees per term ¹	14.00
Contingent deposit ²	2.00

Special Fees—

Chemistry fee per term.....	\$ 5.00
Biology fee per term.....	2.00
Physics fee per term.....	2.50
Histology fee per term.....	2.50
Anatomy fee per term.....	7.50
Physiology fee per term.....	5.00
Bacteriology fee per term.....	2.50
Pathology fee per term.....	2.50
Graduation fee	5.00

A student taking more than eighteen hours of work a week is charged a fee of \$2.00 a term for each hour of additional work.

No student is allowed to enter any class without the Bursar's certificate of registration.

The charges are due in advance, registration being conditioned upon the payment of the matriculation fees and the contingent deposit. No deduction from the charges is made except in case of protracted illness.

Ministerial students and the sons of such ministers of the Gospel as live by the ministry receive free tuition. A minister who asks for the remission of this tuition fee must present his license.

¹Additional matriculation fees of \$2.00 in the fall term and \$3.00 in the spring term will be required of all students who fail to matriculate on the first day of the terms.

²The contingent deposit is liable for any damage to College property for which students are responsible. It is returned at the end of the session, less any charges that may have been made against it. It is, therefore, not necessarily an expense, although mentioned here.

Board and Lodging

Table board can be obtained in private families at \$2.50 to \$3.00 per week. Lodging can also be obtained in private families at moderate rates.

A number of students make arrangements for club-board-ing. A steward, chosen by each club, buys supplies and keeps accounts. The services of a lady are secured to super-intend the preparation of food and to preside at the table. The price of board is thus reduced to its actual cost, which seldom exceeds \$2.00 to \$2.75 per week.

Furnished rooms, with fuel and light, in the dormitory building are rented at \$20.00 for the fall term and \$25.00 for the spring, payable in advance—one-half paid by each occupant.

To these college rooms the following regulations apply:

Rooms which are not engaged by written application to the Bursar by July 1st are considered vacant.

Vacant rooms will be assigned to the first applicant. When two or more students apply for the same room at the same time the assignment will be made by lot.

Occupants of the rooms of the Dormitory who conduct themselves in such a way as to create disorder in the building and who, by unnecessary noise, interfere with the comfort of the other occupants, will be required to vacate their rooms at once.

Occupants of rooms will be held responsible for all damage done to them and all disturbance created in them, and if they do not keep the rooms in good order they will be required to vacate them.

No student shall vacate his room until he has obtained permission from the Chairman of the Building and Grounds Committee and deposited the keys with him.

No room is rented for a shorter period than to the end of a term.

The Students' Aid Fund

The Students' Aid Fund, originating in a plan suggested by Mr. J. W. Denmark while a student here, has grown until its total funds now amount to about seventeen thousand dollars. It is being constantly augmented by contributions from generous friends as well as by the interest accruing on its loans. Hundreds of young men, many of them now filling positions of prominence and usefulness, have enjoyed its help. Not one dollar of it has ever been lost. Its purpose is to enlarge the opportunities of ambitious youth; its plan to make cash loans at five per cent interest for expenses other than tuition to worthy, non-ministerial students. During the current session forty-three students have been aided. A larger number may receive loans next session. Prospective students are invited to correspond with the treasurer, Prof. E. W. Sikes, Wake Forest, North Carolina.

Form of Bequest

Those who wish to remember the College in their wills should employ the following form:

"I give, devise, and bequeath to the Trustees of Wake Forest College, for the endowment of said college, the sum of.....dollars."

DAILY SCHEDULE

PERIODS.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
First. 8:10—9:00	Latin 1. Law 1. German 1. Political Economy 1. Education 3. Latin 3. Mathematics 0.	Latin 1. Law 1. German 1. Education 3. Medicine 1. Bible 2. Mathematics 0. Latin 4. Biology 4.	Latin 1. Law 1. German 1. Political Economy 1 Medicine 1. Mathematics 0. Biology 2 and 3.	Latin 1. Law 1. German 1. Education 3. Medicine 1. Bible 2. Mathematics 0. Latin 4. Biology 4.	Latin 1. Law 1. German 1. Political Economy 1. Latin 3. Medicine 1. Bible 2. Mathematics 0. Biology 2 and 3.
9:00—9:20 Chapel Services.					
Second. 9:20—10:10	Mathematics 1. Physics 1. Spanish 1. Government. Greek 0. Medicine 9. Law 3.	Mathematics 1. Spanish 2. Greek 0. English 2. Physics 2. History 2. Education 5. Law 3.	Mathematics 1. Physics 1. Spanish 1. Government. Greek 0. Law 3.	Mathematics 1. Spanish 2. Greek 0. English 2. Physics 2. History 2. Education 5. Law 3.	Mathematics 1. Physics 1. Spanish 1. Government. Greek 0. Law 3.
Third. 10:10—11:00	Mathematics 1. Mathematics 2. Law 2. Greek 2. French 2. Biology 1. Astronomy. Latin 0.	Mathematics 1. Mathematics 3. Law 2. Surveying 1. Bible 3. Biology 5. German 3. English 3. Biology 2 and 3. Latin 0.	Mathematics 1. Mathematics 2. Law 2. Greek 2. Biology 1. Astronomy. Latin 0.	Mathematics 1. Mathematics 3. Law 2. Surveying 1. Bible 3. Biology 5. German 3. English 3. Latin 0.	Mathematics 1. Mathematics 2. Law 2. Greek 2. French 2. Biology 1. Astronomy. Physics 2. Latin 0.

Fourth. 11:00—11:50	Mathematics 2. Law 4. Greek 1. Chemistry 1. English 4. French 1.	Law 4. Greek 1. Drawing 1. English 4. History 1. French 1. Chemistry 2. Medicine 9.	Mathematics 2. Law 4. Greek 1. Chemistry 1. French 1. Education 2.	Law 4. Greek 1. Drawing 2. English 4. History 1. French 1. Chemistry 2. Medicine 9.	Mathematics 2. Law 4. Greek 1. Chemistry 1.
Fifth. 11:50—12:40	Mathematics 1. Philosophy 1. Latin 2. Medicine 2. English 1. Education 1. English 5. Political Economy 2. Law 5.	Drawing 1. Mathematics 1. Philosophy 2. Medicine 2. Sociology. English 1. Education 1. English 5. Bible 1. Law 5.	Surveying 2. Mathematics 1. Philosophy 1. Latin 2. Medicine 8. Bible 3. Spanish 2. Political Economy 2. Law 5.	Drawing 2. Mathematics 1. Philosophy 2. Medicine 2. Sociology. English 1. Education 1. English 5. Bible 1. Law 5.	Surveying 2. Mathematics 1. Philosophy 1. Latin 2. North Carolina Hist. Medicine 8. Law 5.
Sixth. 12:40—1:30	Latin 1. Greek 3. Medicine 10 and 11. Education 1. English 3. Law 6. Gymnasium. German 2.	Latin 1. Greek 4. Medicine 6. [†] Education 1. Physics 3. English 1. Law 6. Gymnasium. Spanish 2. English 6.	Latin 1. Greek 3. Medicine 10 and 11. Law 6. Gymnasium. German 2.	Latin 1. Greek 3. Medicine 6. Education 1. Physics 3. English 1. Law 6. Gymnasium. English 6.	Latin 1. Greek 3. Medicine 10 and 11. Education 2. Physics 3. German 3. Law 6. Gymnasium. German 2.
Seventh. 2:30—3:20	Latin 3. English 1. Bible 1. Education 2.* Gymnasium.* Med. 10 and 11, Lab.	2:30—4:30 Period for Laboratory Work.			
Eighth. 3:20—4:10	English 2. Gymnasium.	Gymnasium.	Chem. Laboratory 1. Biolog. Laboratory 1. Physics, Lab. 1. Med. 10 and 11, Lab. 1.	Chem. Laboratory 2. Physics, Lab. 1.	Chem. Laboratory 2. Biolog. Lab. 2 and 3. Physics, Lab. Med. 10 and 11, Lab. Medicine 2, Lab.
		Gymnasium.	Gymnasium.	Gymnasium.	Gymnasium.

*At the same time daily. †Medicine 6, Lab. Saturday 8:30—12:30.

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July, 1911

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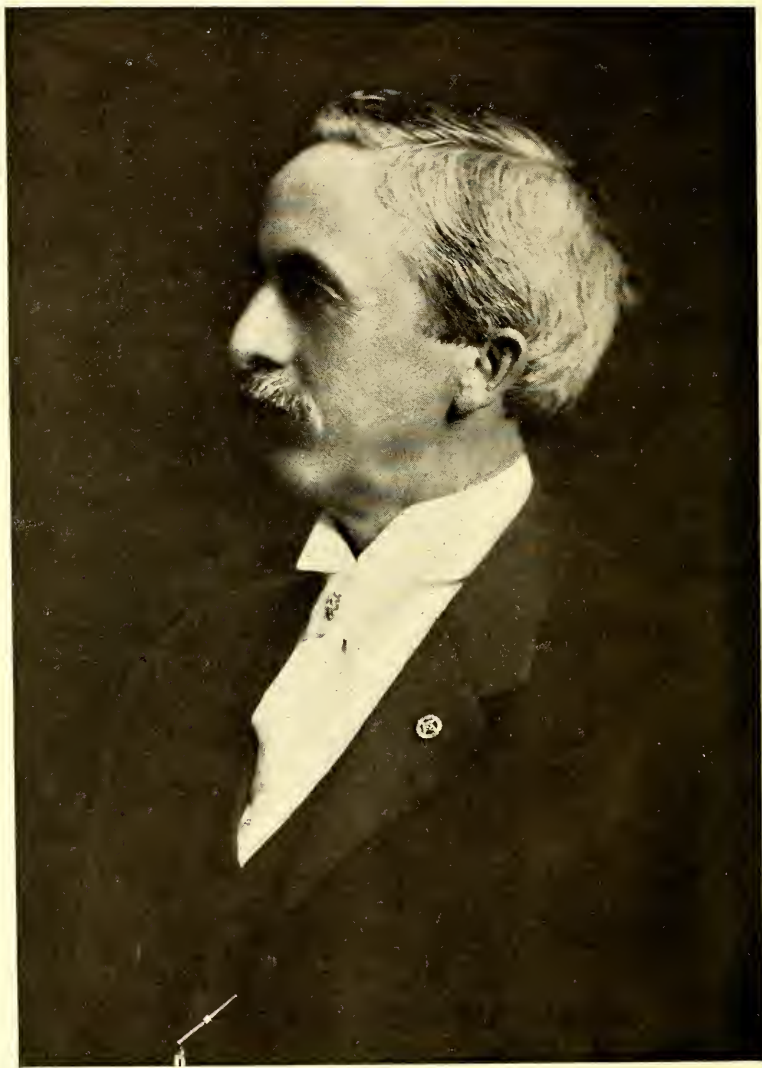
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OF
WAKE FOREST COLLEGE



MIDSUMMER NUMBER

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PROFESSOR J. B. CARLYLE, 1858-1911.

John Bethune Carlyle

1858-1911

PROFESSOR CARLYLE WAS BORN AT ST. PAUL'S, ROBESON COUNTY, N. C., IN 1858; HE PASSED INTO THE ETERNAL WORLD FROM THE COLLEGE HOSPITAL AT 2:20 A. M., JULY 10, 1911.

PREPARED FOR COLLEGE IN THE ACADEMY AT FAIRMONT, N. C., AND ENTERED WAKE FOREST COLLEGE THE FALL OF 1883, GRADUATING MASTER OF ARTS IN 1887.

TEACHER AT LUMBER BRIDGE, 1887-1888.

SUPERINTENDENT OF PUBLIC INSTRUCTION FOR ROBESON COUNTY, 1888, BUT RESIGNED BEFORE ENTERING UPON THE DUTIES OF THAT OFFICE TO ACCEPT A POSITION IN WAKE FOREST COLLEGE.

ASSISTANT PROFESSOR OF LANGUAGES, WAKE FOREST COLLEGE, 1888-1891.

PROFESSOR OF LATIN LANGUAGE AND LITERATURE, WAKE FOREST COLLEGE, 1891-1911.

CORRESPONDING SECRETARY OF THE BOARD OF EDUCATION OF THE BAPTIST STATE CONVENTION, 1890-1891.

TREASURER STUDENTS' AID FUND, 1898-1908.

FINANCIAL AGENT WAKE FOREST COLLEGE, SECURING FUNDS FOR THE ERECTION OF THE ALUMNI BUILDING, 1903-1905; FOR THE COLLEGE HOSPITAL, 1905-1906; FOR THE GENERAL ENDOWMENT OF THE COLLEGE, \$117,798.56, 1907-1911.

PRESIDENT NORTH CAROLINA TEACHERS' ASSEMBLY, 1904.

PRESIDENT NORTH CAROLINA BAPTIST STATE CONVENTION, 1907 AND 1908.

SUNDAY SCHOOL TEACHER AND DEACON WAKE FOREST BAPTIST CHURCH.

Baptists and Education *

BY PRESIDENT EDWIN M. POTEAT, FURMAN UNIVERSITY.

In the course of these conferences many definitions of the Christian task have been given. Apropos of the Coronation of George the Fifth, I propose another. The Christian task is the enthronement of Jesus over all the world and over all the life of the world. If you Britishers should attempt to make George a universal king you know some of the things that would happen, but you do not know them all; only the descendants of the American Revolution on these shores could guess, and even their guesses would not cover the case. But our commission as Christians is precisely this—to make Jesus Universal King. The British Empire accepts George, and there is to-day no remotest hamlet in that vast dominion which has not raised the Union Jack and shouted, “God save the King! Long live the King!” Some places and some interests have accepted Jesus. They have accepted Him in Heaven. He left a handful of disciples on the Mount of Olives, but he was welcomed by an innumerable company of saints and angels in Glory. They gathered on the battlements of the Eternal City and sang in multitudinous chorus, “Unfold ye portals everlasting and let the King come in.” “Lift up your heads, O ye gates, and be ye lifted up, ye everlasting doors, and let the King of Glory come in. Who is this King of Glory? The Lord, strong and mighty, He is the King of Glory.”

But here on earth, in His purchased domain, there are places that have never heard His name; and even where He

*Address before the Baptist World Alliance, Philadelphia, June 24, 1911.

has been accepted there are interests which mock His claim. He must be King over industry and trade, over society and education, over councils and legislatures and courts, over presidents and parliaments, over kings and emperors, over popes and czars. And here, to my thinking, emerges in sharpest outline the enterprise to which we have set our hand.

What are our resources for this task? They are three: Religion, Education, and what Aristotle called "a certain Furniture of Fortune,"—the Education to keep the Religion from superstition and fanaticism; the Religion to keep the Education from degenerating into mere intellectualism and skepticism; and the Furniture of Fortune to house and clothe and feed the heralds and messengers of the King.

Of Baptist education I note three things: An Error, a Truth, and a Caution.

I. THE ERROR.

Quite generally, in the beginning of our history, we thought Religion without Education a sufficient equipment for our task. If there ever was or could be a pardonable error, here was one; for it was an easy inference from our profound experience of Grace. We believed Grace alone was sufficient for the transformation of the soul; and the training of the schools was held to be a superfluity and an extravagance for those who already had the tutoring of the Spirit of the Lord.

This, I say, was an error; and that we have left it behind is evidenced by our hundreds of educational institutions, and our seventy-five millions invested—a figure in which we probably take first place among Protestant denominations. But we must never allow ourselves to condemn our earlier stage, or to forget that, when all is said, true religion is the

finest and the mightiest educational agency, the subtlest and the surest discipline that can be brought to bear on character for its culture.

II. THE TRUTH.

We discovered the truth in a closer knowledge of the individual, and in a fuller apprehension of the Lordship of Jesus. We saw the individual with varied powers, all of which as given by God were meant to be trained; and no one of which could remain untrained without impairing the personality in which all are unified. Moreover, we discovered the individual as a member of Society, with social obligations and tasks. We now see that even the isolated individual needs to be educated to know himself and God. And how much more the man who is set in educated society as the type and messenger of the Kingdom of God. Our fuller apprehension of the Lordship of Jesus over all of life, over all areas of being and work, leaves us no alternative but the highest possible training of all our people.

We are a fierce democracy, with the constant peril of anarchy. If George the Fifth, or the Emperor of Germany should apply for membership in a Baptist church, these distinguished and highly honored gentlemen would have to leave off their royal trappings and be stripped to the bare humanity in which, as needing a Saviour and trusting in Jesus for salvation, the humblest peasant in their realms would present himself. Our safety in such a democracy is in these two correctives, viz: the sense that we are members one of another, and the sense that each is answerable to the same Lord, who is Lord of the Intellect as the Supreme Logos; of the Feelings, as Eternal Love; of the Will as the source of all authority and control; and who is these things for all mankind as well as for every man.

^{5.} These conceptions of the individual and of Jesus imply and compel the education of the individual for his highest efficiency in the Kingdom of God, and they bind us to our educational task with stronger than hooks of steel.

III. THE CAUTION.

Baptist Education must be kept true to these truths. They are threatened from two quarters, Learning and Money.

1. *Learning*.—Is the highest learning prejudicial to Baptist beliefs? Some say yes to this question. If so, we must cut short the process of learning and carry in our breasts the paralyzing suspicion that if we dared to push our investigations a stage further we should know all our contentions false, and see the Face that we adored vanish forever from our sight, a ghastly dethronement indeed! But no!

That Face, far from vanish, rather grows,
Or decomposes but to recompense,
Become our universe that feels and knows.

We take our stand by Paul in the first chapter of Colossians, and join him as he says, "In all things Christ shall have the pre-eminence."

There are but three departments of knowledge—the world around us, the world inside us, and the world behind us; or in other words, the Physical Universe, the Nature of Man, and History. Suppose now that the attempt is made to impart the facts in these three realms apart from the Christian view of Nature and Man and History. Perhaps the most impressive attempt of this sort in the past forty years was the attempt of Herbert Spencer in his monumental *Synthetic Philosophy*. And on the last page of his *Autobiography* Mr. Spencer makes pathetic confession of

failure. After describing the paralyzing thoughts induced by contemplation of the mysteries inherent in a naturalistic interpretation of the universe, he says: "No wonder that men take refuge in authoritative dogma; thus religious creeds * * * I have come to regard with a sympathy based on community of need."

In the non-Christian view, the physical creation is either an unreality or an endless becoming; the nature of man an unfathomable abyss and history a stream whose course we, that are but particles afloat on its bosom, have no power to change. In the Christian view, the heavens declare the glory of God and the firmament showeth his handiwork. Christ is creator, and bond of union, and end of the creation, for of Him and through Him and unto Him are all things, and in Him all things consist. The laboratories of science are sanctuaries where His power is displayed, as in the view of that scientist who, when he had completed preparations for an experiment said, "Silence, gentlemen. We are going to ask God a question." History is the realm of the display of His providence, and psychology opens to us the fields where His grace is made known.

The universe of things is unified in Christ as Creator.

The universe of persons is unified in Christ as Redeemer.

The universe of movements is unified in Christ as both Cause and Goal.

And apart from the Power and Providence and Grace of Christ, no full and true account can be given of the physical creation, history, or the nature of man. So long as these truths are clearly perceived and held, so long will Christian colleges be maintained by Christian denominations—colleges, that is, which are independent of state governments and their aid and dictation, and whose work it will be to sow all fields thick with these fundamental principles of a

Christian civilization. Better demolish our colleges and universities and seminaries, if they put in jeopardy, by their learning, the faith of our fathers in the Lordship of Jesus and His saving grace and power in the life of the believer.

2. *Money*.—I do not mean that when we get rich we cease to be Baptists, though there is a suggestion of peril even here. I refer to a local and perhaps temporary discrimination against frankly Christian institutions, on the ground that they are sectarian and by consequence not educational institutions. We recognize the right of a man to dispose of his surplus as he pleases, and to exclude from participation in his benefactions whomsoever he will; but we deny his right to invite Baptist institutions to denature themselves under a proposition of help, in case they do so, to carry their veteran professors. We deny the right of any man to call in question our competency in the field of education on the ground that we are Christians. Baptist principles are not a dreadful virus to be disinfected out of the system of a college or university before it is a safe place for youth; and in the name of John Bunyan and John Milton and Roger Williams and of the Second Baptist World Alliance, we resent the suggestion from any quarter to instal the disinfecting machinery.*

But it must be said, as a concluding word, with all gravity and earnestness, that our Baptist institutions, enshrining as they do the great principles which we have hardly more than touched upon, cannot hold their place among the forces for the enthronement of Jesus over all the world and over all of the life of the world, without a far larger and more general support from all our people.

*President Pritchett, of the Carnegie Foundation for the Advancement of Teaching, says: "Whether a denominational connection or control tends to improve the organization of a college, the reply almost universally will be that denominational conditions, such as the requirements that trustees shall belong to a given denomination, are serious limitations and the denominational control is a hindrance, not a benefit, to the college organization."—*Second Annual Report*, pp. 53-54.

Culture and Religion

Baccalaureate Address, May 19, 1911

BY PRESIDENT WILLIAM LOUIS POTEAT.

In Brittany, that picturesque and remote corner of France, where the sea bites hungrily into the land, where fairy wands are still potent and legend has the semblance and authority of history, the fishermen tell the story of a city called Is, which was long ago swallowed up by the sea. They say that its church spires can be seen in the hollows of the waves when the sea is rough, and in calm weather the music of its church bells can be heard above the waters. The eminent skeptical critic, Renan, was reared in this region, and in its narrow and simple atmosphere took the first steps of his preparation for the career of a Catholic priest. He himself tells us that at fifteen and a half years of age, without warning, he was thrust from the most obscure of little towns in the most obscure of provinces into the vortex of all that was most sprightly and alert in Parisian society, with sights and experiences as novel to him as if he had suddenly landed in France from Tahiti or Timbuctoo. This abrupt transplanting of the young Breton priest was the crisis of his career. The new life, elaborate and splendid, the new religion, bedecked with ribbons and scented with musk, the expanding horizon of the new knowledge, were at once fascinating and intolerable. For with the idealism and tenderness of his mystic race, he loved his mother and his mother's simple and unperplexed religion, and this great Paris in a way compromised both. The passing years deepened the contrast between the Christianity of Brittany and the Christianity of the capital. Both systems of belief fell

more and more into discredit before his growing critical faculty, and were ultimately abandoned. He at length counted himself no longer a Christian. And yet the imperious and fundamental hunger of the heart asserts itself now and again, and that early sense of God and the eternal things, which is, I apprehend, the essence of faith. In the "Recollections of My Youth," he says, "I feel that my existence is governed by a faith which I no longer possess," and recalling the legend of the submerged city of the Breton fishermen, "I often fancy that I have at the bottom of my heart a city of Is, with its bells calling to prayer a recalcitrant congregation."

The brilliant and unhappy Frenchman has not been alone in finding a new environment the judge and despoiler of the old. Most men, in fact, find such transitions difficult and dangerous in proportion to their violence. The difficulty lies in making the adjustment to the new situation, the danger in the possibility of losing in the process of adjustment some of the treasures of the past. I do not doubt that you who pause here today on the verge of such an experience as you pass out of college to your life career, had four years ago when you entered the college the same sort of experience—had your freshman difficulties of adjustment, sophomore, professorial, and other difficulties. But I am not thinking now of your adaptation troubles in particular, but rather of the other aspect of the transition. I beg to bring to your attention the peril of the widened horizon which you have faced in your college course. We doubtless agree upon the important advantage of the larger outlook on man and nature. I am asking what have you surrendered to secure it? It has come dear to some men. They have bartered for it their native love of beast and bird, the forest, the soil and all the fair things which spring

out of it, their wholesome joy in the simple associations of their youth, now grown empty and commonplace. Some have contracted the bookworm disease, one of whose chief symptoms is the loss of the noble capacity of enthusiasm and all vital interest in the practical concerns of life. Some, in the enlightenment of the wider vision, have lost the energy of their narrower faith, and some have suffered the last great disaster—they have lost their faith itself. How, my brothers, has it been with you? How long is the inventory of your losses? What are the items? The time for self-gratulation upon winning diplomas in this college is hardly come until you have made up this inventory.

You will allow me, in these last words, to be direct and personal. I am chiefly concerned to raise the question of the effect of your culture upon your religion.

“You’ve seen the world—
The beauty and the wonder and the power,
The shapes of things, their colors, lights and shades,
Changes, surprises.”

Are you able to add, with Browning’s worldly-minded Lippo, “And God made it all”? Or are you finding it hard to hold on to your pre-collegiate religious beliefs?

There are two explanations of the religious crisis of the college student. The college period is the time of the widened horizon. Well-nigh the whole series of the early intellectual conceptions get then either their expansion or their correction. Not a few of them are seen to be incompatible with what one learns in college, and, being woven into the tissue of religious beliefs, they involve the whole tissue in their own discredit. If geology forces the extensions of the earth’s history beyond six thousand years, a new interpretation of Genesis or the surrender of its inspi-

ration appears to be necessitated, and in either case an earlier religious conception goes. If biology presents evolution as the method of the creation, the first result of the new idea is the question whether there is then any Creator. That sort of thing is not many times repeated before a general skeptical attitude toward the whole body of religious beliefs comes to be established. A second related college experience tends to produce the same attitude, namely, the exclusive preoccupation with intellectual interests and the consequent enrichment of the intellectual life, while the neglected spiritual nature remains at the old level. The discrepancy is unfavorable to religion and the old ideas associated with it.

Let me remind you that, in this matter as in all others, the college is not apart from the world, but is a section of it, and that such an individual experience as I have sketched is an epitome of the racial experience at the successive levels of its advancing culture. The single illustration of the scientific revolution may be cited. The elaboration of opinion under religious sanction had ranged over well-nigh the whole world of fact. It involved cosmogony, ethnology, and history. It had its theory of the earth and of the heavens, of disease, of language, of education. But these matters were manifestly within the scope of science and subject to its revision. Accordingly, when the new science of the last century met this crystalized body of pre-scientific opinion which had developed under the sanction of Christianity, a conflict was inevitable. The eventual issue of the conflict might have been foreseen. The set of opinions more or less closely associated with the Christian life was revised and given a fresh statement more nearly in accord with the fresh knowledge of the time, and we learned anew to make

the important distinction between the religious experience and a theory of the religious experience, between religion and theological speculation about religion.

I speak of this adjustment as accomplished, and so it is. And yet even now one hears occasionally from certain quarters of the horizon echoes of that conflict as still unsettled. Similarly, as individuals, we appear to be unable to learn by the experience of others, but must needs each one for himself repeat the experience. Every generation of college students gets its case of doubts at least by the junior year, and just as regularly passes through the storm and stress period into a large place where faith is as intelligent as it is firm. I hope that you, without exception, have completed safely the transition from your Brittany to your Paris and find now your religion at home with your culture. For culture without religion is partial, unsatisfying, unsafe. Religion without culture is partial, austere, superstitious. Combine them, not in a weak amalgam, but each at the top of its development, and you lead the happy and victorious life.

Press out and out the limits of your culture. Establish, if you can, outposts in every province of intellectual achievement. Do not be afraid to look into any dark corner or to walk on any of the far-looking heights of God's world, and you will find Him everywhere in proportion to the keenness of your penetration and the breadth of your outlook. And finding Him, keep to the shelter and inspiration of His companionship all the long way you go. So will you discover the burden which He imposes to be your strength, and the struggle your triumph.

Faculty Personals

Director of Physical Culture, J. R. Crozier, is taking a course in Physical Culture at Harvard University.

Rev. W. N. Johnson, the College Chaplain, is spending his vacation at his old home in Sampson County. He and Mrs. Johnson attended the Baptist World Alliance, at Philadelphia, and made a visit to New York City.

Dr. John B. Powers, Jr., is doing special work in Bellevue Hospital, New York City, for a month of the vacation.

Dr. E. E. Stewart and family are spending the vacation months with relatives in New York City and at the Stewart summer home at Little Britain, N. Y.

Dr. Chas. E. Taylor is spending a part of the vacation in New York City.

Professor James L. Lake, of the Department of Physics, with his family, is visiting relatives at Upperville, Virginia.

Dr. Chas. E. Brewer attended the session of the National Council of the Junior Order United American Mechanics, held at Tiffin, Ohio, in June. He has been appointed one of the trustees of the National Orphanage belonging to that society.

Professor John F. Lanneau, of the chair of Applied Mathematics and Astronomy, gave two papers at the annual meeting of the North Carolina Academy of Science, Raleigh, April 28th and 29th—one on "Sirius, the Bright and Morning Star," the other on "How to Discover the Solution of a Problem." The Sirius paper was presented as an evening lecture, following the address of the President of the Association.

The Professor of Physiology, Dr. W. T. Carstarphen, published an article in *The Biblical Recorder* of March 1st on the need of a general hospital under denominational control. He suggested that the College Hospital, already well equipped, was the proper nucleus of such an institution. He made an address before the Young Men's Christian Association May 1st.

Professor J. Henry Highsmith made an address at the Teachers' Association of Union County February 25th. He has conducted a number of Teachers' Institutes in different parts of the State this summer.

Instructor Judson D. Ives, of the department of Biology, read before the annual meeting of the North Carolina Academy of Science, May 28-29, a preliminary report on his observations of the regeneration of Nemertians and Amphitrite made last summer at Beaufort.

A notable article on "The Influence of Wake Forest College on the Civic Life of the State," written by Dr. George W. Paschal, Associate Professor of Latin and Greek, appears in *The Wake Forest Student* for February of the present year. A portion of the article was reprinted in *The Biblical Recorder* of May 17, 1911. Referring to the work of three Wake Forest men, Hon. J. C. Scarborough, President Thomas H. Pritchard, and President Charles E. Taylor, he says: "In actual accomplishment and in forming and moulding public opinion we do not know where any other three men can be found who have done so much for the people of North Carolina."

Dr. E. W. Sikes, of the department of Political Science, made addresses as follows: At the Hertford Graded School Commencement, May 24th; at the Port of Norfolk Graded School Commencement, May 30, paying a visit to Washing-

ton, D. C., in the interval; and at the Raleigh School for the Blind, June 3d.

Professor Benjamin Sledd made the address on the occasion of Washington's Birthday. The leading points of the Farewell Address supplied the text of the Professor's remarks. July 15th to August 15th he spent with his son Arthur, at his old home in Bedford County, Va.

On the occasion of Baraca Rally Day at the Baptist Church in Smithfield, May 21st, Professor Needham Y. Gulley was the chief speaker. The *Smithfield Herald* remarked that "the address was a great one and was a fitting culmination to the Baraca Rally." Professor Gulley spoke again in the evening.

Upon the withdrawal of Dr. Edward Payson Morton at the expiration of his engagement for 1910-11, the Trustees of Wake Forest College elected in May last Mr. Jay Broadus Hubbell, Associate Professor of English Language. His active work will, of course, begin with the opening of the session, September 5th. Associate Professor Hubbell, the son of a Virginia Baptist minister, is about twenty-six years of age. He received his B.A. degree from Richmond College in 1905. In 1905-06 he was Instructor in Latin and Greek in Bethel College, Kentucky. The next two years he spent in Harvard University, studying English and allied subjects, receiving his Master of Arts degree from that University in 1908. The following session he was Instructor in English in the University of North Carolina. Upon his appointment to a scholarship in Columbia University he went there in the fall of 1909. During the vacation of 1910 he taught in the New York City High Schools, and continued his work in Columbia until December, 1910, when he took charge of the work in English and Public Speaking in the High School of Columbus, Ga.

Of his predecessor, Dr. Morton, President Poteat said in his annual report to the Board of Trustees: "His scholarship in English is recognized throughout the country. He has conducted the courses in English 1 and English 2 with notable thoroughness and care, and won from the first the respect and cordial esteem of his associates in the Faculty." Dr. Morton will conduct classes in the Summer School of Cornell University.

At the meeting of the Board of Trustees at Commencement, 1911, Mr. Hubert A. Jones was elected to the position of Associate Professor of Mathematics. Mr. Jones entered Wake Forest College in the fall of 1904, and received his B.A. degree in 1908. In 1909 he received the degrees of M.A. and LL.B. In August, 1907, he was licensed to practice law by the Supreme Court of North Carolina. He did graduate work in Mathematics at the University of Chicago in 1910, and is now at that institution for the same purpose. Mr. Jones was appointed Instructor in Mathematics in 1908, which position he has filled until his election to the position of Associate Professor in that department.

President Poteat made two addresses before the College Y. M. C. A., one March 6th on "Choosing a Life Plan," and one on "The Negro in the South," March 20th. On March 31st he made an address at the Wakelon High School; April 18th at the Statesville B. Y. P. U. Convention; April 21st at the Yancey Collegiate Institute, Burnsville; April 25th at the Wingate High School; April 26th at the Lumber Bridge High School; May 5th at the Thomasville Graded School; May 9th at the Fayetteville Graded School; May 21st at Whitsett Institute; June 28th at Lenoir, before the North Carolina Press Association; June 29th at Boone, before the Appalachian Training School; July 3d and 4th at George-

town, Ky., before the Kentucky Baptist Assembly, one address on "Religion in Education," and two Chautauqua lectures; July 23d, on "Baraca Day" at Clayton in the forenoon and at Dunn in the evening. He was present by invitation at the Lake Mohonk Conference, May 24-26, and at the Baptist World Alliance in Philadelphia, June 19-26.

The following Instructors and Assistants have been appointed for the session of 1911-1912:

Instructors in Latin: L. G. Bullard, M. A. Huggins, R. A. Marsh; Assistants in English Composition: H. T. Hunter, H. J. Massey; Instructors in Chemistry: H. W. Huntley, D. F. Smith; Assistant in History: N. B. Broughton, Jr.

Professor John Bethune Carlyle, who had taught Latin in the College since 1888, and who by manifold labors and a rare devotion had been greatly useful to Wake Forest and the State at large, entered into rest in the fifty-third year of his age at 2:20 a. m., July 10, 1911, at the College Hospital. The interment was on the following day at 3:30 p. m., from Memorial Hall. Pastor Walter N. Johnson conducted the service. Mr. Hubert Poteat presided at the organ. After the prelude, "Lead, Kindly Light" was sung by the choir, Mr. Johnson read the Scripture and Dr. W. R. Cullom led the prayer. "Some Sweet Day" was sung by a quartet, Mr. E. B. Earnshaw, Mr. Hubert Poteat, President Poteat, and Dr. C. E. Brewer. The principal address was made by Rev. J. A. Campbell, of Buie's Creek. Then followed an address by President F. P. Hobgood on behalf of the Board of Trustees, and one by President Poteat, on behalf of the Faculty. The closing address was made by Dr. W. B. Royall. The last hymn was "Savior, Again to Thy Dear Name We Raise." This memorial service was

largely attended. The State Government was represented by Hon. B. R. Lacy and Hon. James R. Young, and the Federal Government by Hon. Herbert F. Seawell. Besides Raleigh, which had a number of representatives, Lumberton, Apex, Oxford, Louisburg, Henderson, Franklinton, and other points bore personal testimony to the honor and affection in which Professor Carlyle was held throughout the State. The Masons of the village attended in a body.

An appreciation of Professor Carlyle and his work will appear in the autumn number of THE BULLETIN.

Among the Alumni

Mr. Charles Preston Weaver (B.A., '04), of the staff of the University of Maine, Orono, Me., in the department of English, was married September 17, 1910, to Miss Carrie Lawrence Hadley, of Edenwold, Tenn. Before taking up his present position he studied in the Johns Hopkins University.

Mr. Elijah Thomas Atkinson (1882-83), Superintendent of Public Instruction for Wayne County, has been appointed by Governor Kitchin and State Superintendent Joyner a member of the sub-commission to act with the Council of State in the selection of the public school texts for the next five years. After leaving Wake Forest Mr. Atkinson attended Vanderbilt University.

Among the brightest men of the Class of 1909 was Mr. H. W. Baldwin, Jr., of Madison, Ga. During the session of 1909-10 he attended the Law School of Mercer University, graduating there in June, 1910. He is now associated with his father, Judge H. W. Baldwin, in the practice of law at Madison. He was chosen to make the literary address at the Commencement of the Graded School of his town. The subject of his striking address was "Character." It is printed in full in *The Madisonian* of June 9, 1911.

Rev. James M. Adams (B.A., 1909) was married at Florence, S. C., June 28, 1911, the bride being Miss Claudie Aycock Newman, of that city. Mr. and Mrs. Adams are at home in Hereford, Md.

Dr. John Thomas Jackson Battle (M.A., 1879), of Greensboro, N. C., has withdrawn from the regular practice of medicine in order to devote himself more fully to his work

as medical director of the Greensboro Life Insurance Company. Dr. Battle is a Trustee of Wake Forest College.

Rev. Earnest Malone Harris (B.A., 1903) after his Theological Seminary course accepted the pastorate of an important country church in Bluegrass Kentucky, where he is still in charge. His church has so far developed as to require all his time. His postoffice is Woodlake, Ky.

Mr. Earle B. Fowler (B.A., 1903) Professor of English in Howard College, Alabama, has been appointed Fellow in English in the University of Chicago and will continue his studies at that institution, looking to the degree of Ph.D. His college has granted a year's leave of absence. Professor Fowler was married on June 7 to Miss Susan Covington, of Monroe. Mrs. Fowler will study with her husband at the University.

Mr. James W. Denmark, of Raleigh, N. C., who took his B.A. degree here in 1877, writes in *The Wake Forest Student* for January an article on the Wake Forest Students' Aid Association of great interest and value as an intimate personal human document, apart from its historical significance. Mr. Denmark was himself the originator of the idea and organization. The Association was chartered by the Legislature of the State about three months before his graduation. The fund in charge of the successors of the original board of directors has now grown to \$19,712.88, and during the last session the treasurer, Dr. E. W. Sikes, was able to lend as much as \$60 to forty students, every one of whom has reason to remember gratefully James W. Denmark.

Mr. Charles McGee Heck (B.A., 1900) has gone to Peking, China, to become International Educational Secretary of the Y. M. C. A. From Wake Forest he went at once

to Columbia University, where he took his Master's degree. Later he spent a year and a half studying in Germany. Upon his return he accepted a position in the Physics Department of the University of Nebraska, which position he has just resigned to go to China. For several years he has been an active Y. M. C. A. worker and much in demand as a lecturer before assemblies of Christian young men.

Mr. James Baxter Turner (B.A., 1907, LL.B., 1911) leaves Locust Grove Academy, Georgia, after four years of teaching there, to accept the appointment as Instructor in History in Mercer University for the approaching session.

The Bachelors of Arts of 1908 are represented in the press of Shelby, N. C., by Mr. Odus L. Moore, who is editor of the *Shelby Aurora*, and by Mr. Lee B. Weathers, who is editor of *The Cleveland Star*.

Mr. Robert Lee Paschal (B.A., 1891) Principal of the Fort Worth, Texas, High School, was married December 24, 1910, to Miss Mary Lyle Martin, of the department of English in the same school. *The Exponent*, which is the magazine of the High School, presents in the February issue, in a unique and beautiful way, autobiographies of the contracting parties, with photographs. Mr. Paschal's account of his life is copied here in full:

"I have a twin brother. We are the youngest of a family of nine living children. When we were born, July 7, 1869, my mother was more than forty-six years of age. My father was a good American. On the day that we were born he came to the bed upon which we were lying, and placing his hand upon me, said, 'this is Robert Lee;' and, designating my brother in a similar way, 'this is George Washington.' A red ribbon was tied about my neck to prevent my brother's appropriating my name. We were very much alike, but the family had no difficulty in distinguishing us. It was not so with other people, and each of us answered to the name of Bob or

George, if the other was not around. Even our teachers could not tell us apart, and I have got several scoldings from them for the mischief in which my brother was engaged. (He is in North Carolina, and will not see this).

"My father was a farmer and had a few slaves. He was in public life, and served his county or State in one capacity or another for more than twenty years. After the war he wished to retire from public life, but the Democrats needed him and he could not. In the Senate and the House he tried to stem the tide of corruption that was impoverishing and humiliating the State, but he was in a hopeless minority and could do nothing. He died when I was only seventeen months old, leaving my mother with no material resource but the farm to raise and educate a large family. I know of nothing braver or nobler than the way in which she, a modest woman, met the responsibilities that were forced upon her. She had the help of the older children. Their education had been cut short by the War and its train of disasters, but they took advantage of such schools as were in the neighborhood, and some of them attended academies at a distance, receiving an education better than the average of that time. My father was of French Huguenot and Norman French descent, but was exceedingly democratic; my mother was Pennsylvania Dutch. None of my ancestors, so far as I know, did anything very remarkable. I do feel some pride in the fact that without exception they were honest, gentle, honorable, God-fearing men and women, possessing the esteem of their neighbors, with never a breath of reproach against them. In the Revolution they were on the side of the patriots, though one of them had lately come from England. One of them carried a musket in that war, and others suffered much from the Tories, who were numerous in North Carolina, and had the courage to fight for their ideas.

"Being a boy is worth while in the country, especially if the boy has a dog and a twin brother. Another thing is necessary too; most of the boy's time must be employed in some useful work on the farm, that he may appreciate the time for pleasure when it comes. Our lives were not different from those of other boys in that neighborhood. We went to school a little; we were taught to work and to study; we hunted rabbits and set traps for them; we wanted guns long before our mother thought it safe for us to have them; we knew where the birds built their nests, when they came in the spring,

^{5.} what kind of eggs they laid, and the songs that they sung. We knew how to chop cotton, to pick it, when to plant corn, how to cultivate it, and rejoiced when the time for harvest and shucking came. We planted our tobacco patches and saved the skins of our rabbits that we might have a little money of our own. Life never grew monotonous on the farm; for these are only a few of the thousand and one things that relieve the tedium of the boy's existence.

When we were ten years old we had never been to school as many months. Soon after that time a good academy was opened in walking distance of home—three miles; and it was probably due to this fact that I was enabled to get an education. For the next seven years I went to school five months each year, being all the time that I could be spared. At the end of this time I was prepared about as well for entering college as the graduates of our high school in the classical department. But I did not then enter college. For three years I taught school to make part of the necessary money. In September, 1888, I matriculated at Wake Forest College. I did four years' work in three; I graduated from that institution in June, 1891, third in a class of twenty-six; my average for the three years on all subjects was nearly 97. I was class poet. It is pleasant for me to know that the two highest men in the class are also in Texas, and are doing their part as teachers for the uplift of the State.*

I decided to become a teacher. During the year 1891-92, I taught in Marion County, South Carolina. In the fall of 1892 I came to Texas, helped to organize Simmons College at Abilene, and taught Latin and many other things in that institution until January, 1894, when I came to Fort Worth, and was soon after chosen as principal of the Fifth Ward school. I was principal of the school for more than twelve years; for the past four and one-half years I have been principal of the Fort Worth high school.

Honorable Claude Kitchin (B.L., 1888), who represents the Second District in the National House of Representatives, has had great responsibilities and met them with distinction in the reorganized House. An influential member of the Ways and Means Committee, he was intrusted with the important duty of opening the debate on the Canadian Reciprocity agreement. Of his speech on that occasion the

*Prof. J. L. Kesler of Baylor University, Waco, Texas, and Dr. C. B. Williams of Southwestern Theological Seminary, Fort Worth, Texas.

Washington Bureau of the New York *Herald* had this to say: "He is the chief spellbinder on the Democratic side, and spoke for the Ways and Means Committee, of which he is a prominent member. For three hours he assailed the Republicans and kept the House in an uproar of laughter and applause. There are few men in the House who can hold their own with Mr. Kitchin in a rough and tumble debate, such as that which took place today. One by one, as the opponents of the Reciprocity agreement on the Republican side fired questions at him in the hope of breaking his argument, he bowled them over. When a Republican took his seat after such an experience the Democrats in high glee would yell, 'Next! Next!' * * * The first thing which the eloquent North Carolinian did was to stick a harpoon into the Republicans and twist it."

Record

The Basketball team, which won six of the nine games played the past season, was entertained at dinner the evening of February 23d by President and Mrs. Poteat.

The universal day of prayer for the students of the world was observed by the Wake Forest Young Men's Christian Association on February 27th. The speaker for the occasion was Rev. T. W. O'Kelley, pastor of the First Baptist Church of Raleigh. President Poteat addressed the Association March 6th on "Choosing a Life Plan," and on March 27th on "The Negro in the South"; Dr. E. E. Stewart, March 13th, on "Personal Purity"; Dr. C. E. Taylor, March 20th, on "Despise Not the Day of Small Things."

Upon the suggestion of Dr. W. R. Cullom, some of the Sunday Schools of the State observed in the month of February a "Wake Forest day," when, as was the case at Dunn, girls pinned on each person entering the school a bit of old gold and black ribbon, and a brief statement about the College was made from the Superintendent's desk as a part of the opening exercises. A collection for the Board of Education followed.

The Singing Class of Oxford Orphan Asylum, under the direction of Mr. L. W. Alderman, gave a successful concert in Memorial Hall the evening of March 7th.

At a meeting of the Executive Committee of the Board of Trustees in Raleigh, February 9th, Mr. W. O. Allen, late manager of the Baptist Book Store in Raleigh, was appointed collecting agent of the College. He is specially engaged upon the subscriptions made to the endowment under the offer of the General Education Board now ex-

tended to December 31, 1911. He is in close touch with the College, has a wide acquaintance in the State, and is a first-rate business man. He is cordially received by the friends who have offered to help in the enlargement of the College to meet its widening opportunity. His agency closed at Commencement.

The Spring Senior Speaking came to schedule time—Friday, March 10. The program was as follows:

“Good Roads, the Supreme Need,” Mr. J. Boyce Vernon.

“The Influence of Vicarious Service,” Mr. T. S. Teague.

“The Call of Public Health,” Mr. C. I. Allen.

“The Lure of the Unknown,” Mr. John R. Carroll.

“The Influence of the Panama Canal on the South,” Mr. J. H. Burnett.

“The Turkish Question,” Mr. L. Q. Haynes.

The quartette consisting of Mr. E. B. Earnshaw, first tenor; Mr. A. J. Fletcher, second tenor; Mr. A. B. Ray, first bass, and Mr. L. C. Williams, second bass, spent the week, March 10-19, at the Calvary Baptist Church, Richmond, Va., upon invitation of the pastor, Rev. Ryland Knight. The latter part of the engagement, on account of illness, Professor Highsmith took the place of Mr. Fletcher and Mr. L. L. Highsmith, who is taking his medical course in Richmond, took the place of Mr. Ray.

In the preliminary debate March 13th, for the selection of the Wake Forest team to meet Davidson College Easter Monday, the following gentlemen participated: Philomathesians—C. T. Murchison, W. G. Moore, S. C. Hilliard, C. C. Wheeler, and G. D. Bennett. Euzelians—H. A. Wallin, J. B. Eller, C. H. Trueblood, W. M. Scruggs, and R. S. Pruett. The committee to select the team—President Po-teat, Professor Gulley, and Professor Timberlake—chose J. B. Eller and S. C. Hilliard, with R. S. Pruett as alternate.

The session of the Summer Law School opened June 5, 1911, Professors Gulley and Timberlake conducting it. At present writing forty-one students are enrolled, with prospect of others entering. This is the largest enrollment in the history of the Summer School at this time of the session. Besides Wake Forest College, the following institutions are represented in the class: University of North Carolina, Trinity College, University of Virginia, A. and M. College, Guilford College, and Muskingum, Ohio. Work will continue until the Supreme Court examination on the last Monday in August.

On the 4th of June Rev. Walter N. Johnson, pastor of the Wake Forest church, began a series of meetings, closing it on the 11th of June. Such a meeting in the vacation period was quite without precedent. The main purpose was to build up a local church consciousness and to press upon the church the sense of its opportunity in the town of Wake Forest and in the College, and its responsibility to make this an ideal town by applying the principles of the Gospel to the community life, as well as to make an ideal home for the students of the College. On the two Sundays of the series there were two sermons, but on the other days there was only one sermon, and that at eight in the evening. The sermons were remarkable for the clearness and force with which they presented the local situation and responsibility. The attendance was large throughout.

From President Poteat's journal of the time the following note is extracted for its historical interest:

"August 14, 1900.—Yesterday morning I was present with Professor Mills, Dr. Gorrell, and Dr. John Mitchell, when Mr. John M. Brewer, Sr., threw the first shovelful of dirt out of the trench for the foundation of the new gymnasium. He did it with such vigor that I suggested to him that the committee would do well to en-

gage him to do the whole job. Dr. Mitchell threw out the second lot of earth. Mr. Brewer showed us "the old bell tree." It stands [it was later removed] between the Dormitory and the Library. A stout log rested one end on the ground and the other in the fork of this post oak some twenty-five feet high, and the bell hung on the end of the log projecting beyond the fork. Dr. Wait often rang the bell himself by the rope which hung down by the tree. When Mr. Brewer came to college in January, 1838, the Dormitory was not quite finished. A temporary frame house stood just behind it, the lower floor of which was used as a dining room and the upper as assembly hall for prayers and church services."

A Junior banquet was given the evening of March 15th at the Melrose. Following the menu toasts were proposed and responded to as indicated: "College and Class," President Poteat and President Gaither M. Beam; "Law and Gospel," Professor Gulley and Mr. M. E. Winston; "Gospel and Law," Dr. W. R. Culllom and Mr. Sidney A. Egerton; "Medicine," Dr. Carstarphen; "Athletics," Professor J. Richard Crozier and Mr. Henry B. Conrad. The committee in charge were, W. Marvin Scruggs, chairman; T. Boyce Henry, Sidney A. Egerton, George W. Bagwell, and A. J. Harris, Jr.

After the address of Dr. Taylor on the evening of March 20th, the Young Men's Christian Association enjoyed a banquet in the General Biology Laboratory, prepared by the ladies of the Hill. About one hundred and fifty ladies and gentlemen were served. President Poteat was the toastmaster, and addresses were made by Professor E. W. Timberlake, responding to the toast "The Ladies, What Were Life Without Them"; Professor J. B. Carlyle, "The Young Men's Christian Association," and Rev. Walter N. Johnson, "Humor and the Religious Life."

On Tuesday evening, March 21st, Dr. Hubert A. Royster, of Raleigh, gave a public lecture on "Physical Moral-

ity." The main point of it was one's moral obligation to preserve one's health, an essential factor in that obligation being respect for one's muscles. The lecture abounded in practical suggestions and was suffused throughout by a genial humor.

The third and last of the series of debates between Wake Forest and Davidson was held at Greensboro in the Academy of Music, on Easter Monday evening. Wake Forest was represented by Mr. J. B. Eller, of the Euzelian Society, and S. C. Hilliard, of the Philomathesian Society, with Mr. R. S. Pruett as alternate. The query was: "Resolved, That the United States should fortify the Panama Canal." Wake Forest supported the affirmative and Davidson the negative. The decision was in favor of Wake Forest, making two out of the three of the series. The trophy is a handsome silver loving cup awarded by the Greensboro Chamber of Commerce.

The exercises of the 73d Anniversary of the Euzelian and Philomathesian Literary societies occurred on Friday, February 17, 1911. The annual debate was held in Wingate Memorial Hall in the afternoon at 2:30 o'clock, the query being, "Resolved, That United States Senators should be elected by direct vote of the people." The affirmative was represented by Messrs. J. B. Eller and C. R. Sharpe, and the negative by Messrs. C. T. Murchison and B. V. Ferguson. After a spirited discussion the decision was rendered by the judges in favor of the negative.

In the evening, beginning at 8:30 o'clock, orations were delivered by Messrs. J. P. Tucker, representing the Euzelian Society, his subject being "America, the Arbiter of Progress," and W. G. Moore, representing the Philomathesian Society, his subject being "The Safeguard of Democracy."

At the conclusion of the orations the annual reception was held in the literary society halls. Music for the occasion was furnished by Levin's orchestra, of Raleigh.

From the May issue of *The Intercollegian* we learn that Wake Forest was far in the lead of the Southern Colleges in the number of men engaged in the study of "Negro Life in the South" under the auspices of the Y. M. C. A. Some of the figures follow: Vanderbilt, 60; Louisiana University, 50; University of South Carolina, 55; Virginia Polytechnic, 94; University of Alabama, 58; Wake Forest, 207. Here President Poteat led the "leaders" of the several bands engaged in this study.

These leaders, under the direction of Mr. John T. Anderson and with the assistance of other students made a valuable census of the town of Wake Forest to ascertain precisely the conditions of negro life here. The more interesting results of this census are given below:

Population tabulated, 1,106; white, 543; colored, 563.

Families, white, 123; colored, 120; average number in family, white, nearly 5; colored, over 5.

Families owning houses, white, 54 per cent; colored, 43 per cent.

Average value of homes, white, \$876; colored, \$355.

Average number rooms to family, white, $6\frac{3}{4}$; colored, 3 2-5.

Average number beds to family, white, 5; colored, 3.

Newspapers taken by colored people, 37 daily, 6 weekly, 14 religious.

In school, between ages of 7 and 20, 54 of the 138 white; 59 of the 141 colored.

Professing Christians, white, 339, not reporting 7; colored, 287, not reporting, 190.

Denominations, white, Baptists 291, Presbyterians 5; other denominations 32, not reporting 9; colored, Baptists 166; Presbyterians 5; other denominations 3.

White people attending church, 309; attending elsewhere, 39; not attending, 76; colored, 290; not attending, 81.

Sunday School attendance: white, 287, of whom 35 are below age of 7; 114 between 7 and 20 attend, 17 do not; 138 above 20 attend, 166 do not; colored, 341, of whom 41 are below age of 7; 151 between 7 and 20 attend, 25 do not; 72 below 7 do not attend; 149 above 20 attend, 115 do not; not reporting 2.

That was fitting and beautiful—the contribution of \$615 to the endowment of Meredith College by the members of the graduating class of Wake Forest College. It was announced at the Meredith Commencement by Mr. J. B. Copple, in behalf of the class, and was received with great enthusiasm.

In the crisis of the movement of the Young Men's Christian Association of the Agricultural and Mechanical College at Raleigh to raise the fund for the erection of a building for the Association, Wake Forest students did the graceful and important thing of sending a subscription of \$50 for the fund.

The following is copied from the President's annual report:

THE STUDENTS.—For the first time in the history of the College the total enrollment has reached the 400 mark and gone beyond it. The nearest approach to it occurred in the session of 1908-9, when the number was 387. The exact figure for the present session is 405. This increase is the more notable in view of the strict interpretation of our raised entrance requirements. Attention is called to the fact that an increasing number of our graduates return to the college for further study. There have been this year 26 graduate students. Of course, North Carolina supplies the great mass of the student body. Other States are represented as follows: South Carolina, 17; Virginia, 6; Georgia, 5; Kentucky, 3; Florida, 2; Maryland and New Jersey, one each. The number of first-year men is 161; of ministers, 73; of medical missionaries, 3. Of the entire number of students, only 36 are not members of some church.

STUDENT STATISTICS, 1910-1911.

	Fall Term.	Spring Term.	Total
Registration	377	355	405
Average attendance	338	330	334
First year men	...	...	161
Tuition fee remitted	207	176	
Ministers	69	73	
Scholarships	53	50	
Sons of Ministers	25	26	
Assistants	16	16	
Nonresidents	1	3	
Summer law	37	...	
February law	...	7	
Specials	3	2	
Present only a few days ..	3	1	
Other fees remitted	40	12	
Assistants	3	3	
Summer law	37	...	
February law	...	6	
Nonresidents	...	3	
Tuition fee charged	170	179	
Other fees charged	335	338	
Amount collected, tuition and other fees.....	\$20,283.20		
Notes in settlement of tuition.....	2,043.75		
Amount on account	118.95		
Excess of collections, tuition and other fees, over last year	1,227.60		

Early in September a mass meeting of the students appointed a Student Senate, consisting of ten men, to represent them in the prevention and suppression of hazing. In this matter this session has the best record of a decade. For the Fall term and the Spring term only two cases have come to my attention. The general spirit of the students is still further illustrated by the appointment in December of an Honor Committee of eleven men "to handle all cases of cheating, both on examinations and on quizzes." The Senior Class, moreover, has in a most effective way recognized its responsibility for the protection of the good name of the student body against individual violation. The practical service of these organizations, through which the higher moral standards of the great majority of the students find expression, is held in high estimation by the Faculty. The year 1910-11 makes a new record in the development of a wholesome, self-regulating College life.

Commencement, 1911

Commencement opened with the annual meeting of the Board of Trustees at three o'clock on the afternoon of May 17. The Baccalaureate sermon was preached in the evening at half-past eight by Rev. Harry Emerson Fosdick, of Montclair, New Jersey. His subject was "The Christian Attitude in the Presence of the Mysteries of Life." His text was "What I do thou knowest not now, but thou shalt know hereafter" (John 13:7).

Dr. I. M. Mercer, of Rocky Mount, led Chapel services on Thursday morning and Rev. Clyde Turner, of Greensboro, on Friday morning.

THURSDAY, MAY 18TH.

The annual Literary Address was made by Rev. Harry Emerson Fosdick, of New Jersey, at half-past eleven. Before the address the various medals were delivered to the winners.

Awarded by the Philomathesian Society and presented by Hon. Leslie M. Davis.

Senior Orator's medal, to C. T. Murchison.

Junior Orator's medal, to C. R. Sharpe.

Sophomore Orator's medal, to J. C. Brown.

Freshman Improvement medal, to D. F. Mayberry.

Awarded by the Euzelian Society and presented by Rev. Clyde Turner:

The J. L. Allen Orator's medal, to J. H. Burnett.

The Thomas Dixon Orator's medal, to C. I. Allen.

Junior Orator's medal, to R. R. Blanton.

Sophomore Improvement medal, to V. H. McGuire.

Freshman Improvement medal, to J. A. Martin.

Medals open to the general student body were presented by President Poteat:

The Thomas Dixon Essay medal, to G. W. Johnson.

The Wake Forest Student Essay medal, to A. B. Ray.

The Wake Forest Student Fiction medal, to J. B. Eller.

Dr. C. E. Taylor presented to the College an oil portrait of Dr. Samuel Wait, the founder and first president of Wake Forest College. President Hobgood, of the Board of Trustees, accepted the gift in behalf of the College and the Baptists of North Carolina. The portrait is the gift of Dr. Wait's great-grandchildren. President Hobgood spoke as follows:

Nothing could be more fitting than that the man selected to present the portrait should have been ex-President Taylor, who has written his name large and high on the roll of America's famous college presidents, to whom we are indebted in large measure for the present prosperity of our beloved college.

On behalf of the Baptists of North Carolina, who, following out the plans set on foot by Wait and his co-laborers, have built and endowed institutions of learning for the education of these boys and girls, who are conducting missionary operations on a large scale, and have increased their members from 15,000 to 220,000;

On behalf of the Alumni of the College, who have been permitted here under strong and sweet religious influences to train their minds and develop their characters, and fit themselves for useful living;

On behalf of the Trustees, who while seeking and finding the best educational facilities for our young men, have yet felt it to be a great privilege to keep the College in the old paths of righteousness marked out by the fathers,—

I accept the portrait of the man of God, the first President of our College, and I bespeak for it a conspicuous place on these hallowed walls among the fathers,—Dockery, McDaniel, Thompson, Armstrong, Meredith, Ross, and others.

To the grandchildren of Dr. Wait, who are walking in the ways of their distinguished ancestor, themselves high examples of Christian manhood and Christian womanhood, I give the thanks of all.

The orator of the day, Mr. Harry Emerson Fosdick, was presented by President Poteat. The subject of his brilliant address was "The New Patriotism."

At three o'clock in the afternoon, Class Day Exercises were held in Memorial Chapel.

Prophet: E. N. Wright, Buncombe County.

Orator: J. A. Ellis, Lee County.

Poet: H. W. Huntley, Mecklenburg County.

Historian: G. W. Johnson, Davidson County.

Executor: T. J. Osborne, Haywood County.

At the conclusion of Class Day exercises, the Class President, Asa P. Gray, presented to the College the gift of the Senior Class—a marble drinking fountain.

The presentation address of Mr. Asa P. Gray follows:

"Standing as we do to-day upon the dividing ground between two eras in our lives, and looking back over the sweet and varied experiences of our college life, with its pleasures, rivalries and ambitions, its duties, mistakes and achievements, it is but natural that a feeling of sadness should come to us in this thought of parting. But while this dividing line marks the completion of our happy sojourn within the classic walls of our Alma Mater, we shall not cease to abide safely within her benign and inspiring influences. Though it marks the end of our college careers, we are Wake Forest men forever.

"Now, looking forward to the battles of a busy, tumultuous, work-a-day world, we are nerved by the thought of the liberal culture that has been ours—sound and select seeds that are to germinate, flourish and ripen into a happy and rich fruitage. While the future beckons us on, we shall enter the fray with broader sympathies, stronger purposes, nobler aims, intenser vitality, and richer grace. We realize that only by lives of the highest endeavor.

"But in one last word more, Mr. President, we beg the privilege of presenting to you, as the representative of the kind 'mother of us all,' this token of our love. Whether classes that have gone before or those which shall follow us are larger in numbers or shall have left tokens more conspicuous, we yield to them, if need be,

in all things save the spirit that has prompted the construction and presentation of ours. This spirit and devotion we would not profane with paltry words, but rather hope to make manifest in deeds in the days that lie ahead.

"Though we may never measure up to the full standard that Wake Forest sets for us, we shall ever strive to follow her precepts and practice her virtues, in patriotism, honesty and service—*Pro humanitate*—indeed and in truth. We present to you, Mr. President, this fountain, a symbol of our love, loyalty and devotion to our Alma Mater."

The gift was accepted in behalf of the College by Dr. Charles E. Taylor. The fountain stands in the College Plaza in front of the Administration Building.

Hon. Edwin Yates Webb, of Shelby, made the annual address before the Alumni Association at eight o'clock in the evening. His subject was "The Menace of Greed and Concentrated Wealth."

After the address the Alumni Association was called to order by President Leslie M. Davis for the transaction of business. The following officers were elected for the coming year:

President, Clyde Turner, of Greensboro; Vice-President, W. M. Dickson, of Wake Forest; Secretary and Treasurer, Hubert A. Jones, of Wake Forest; Orator for 1912, Dr. John E. White, of Atlanta, with W. H. Ragsdale, of Greenville, as alternate.

After the transaction of business, an informal reception, with refreshments, was held in the Gymnasium.

Addresses were made by Mr. Will H. Pace, the new President of the Alumni Athletic Association, by Dr. J. W. Lynch, and President Poteat.

FRIDAY, MAY 19.

The graduating exercises of the College were held at eleven o'clock in the morning. After the invocation by Rev.

Dr. I. M. Mercer, of Rocky Mount, the following orations were delivered by members of the Graduating Class.

W. G. Moore, Caldwell County.—“Man’s Redemption of Man.”

C. T. Murchison, Hancock County, Georgia.—“The South Regaining National Leadership.”

Julius C. Smith, Guilford County.—“The One Hope For Peace.”

J. Powell Tucker, Buncombe County.—“America, the Arbiter of Progress.”

John R. Carroll, Pitt County.—“Allies of Progress.”

J. Ben Eller, Buncombe County.—“Back to the People.”

These orations were made in competition for the A. D. Ward Medal for the best oration. The judges, Mr. Archibald Johnson, Dr. I. M. Mercer, and Rev. C. E. Maddrey, awarded the medal to Mr. J. Powell Tucker.

The following degrees were conferred by President Poteat:

Master of Arts.—A. B. Combs, A. B. Ray, Gordon Poteat.

Bachelor of Arts.—G. L. Bailes, J. G. Bell, W. D. Boone, J. C. Brett, N. B. Broughton, Jr., G. C. Buck, J. T. Cabiness, A. C. Campbell, J. A. Campbell, L. H. Campbell, J. R. Carroll, C. Castelloe, J. M. Cheek, J. B. Copple, J. B. Eller, J. A. Ellis, W. E. Futrell, S. C. Garrison, A. D. Gore, A. P. Gray, E. A. Harrill, L. Q. Haynes, T. A. Haywood, F. M. Huggins, H. W. Huntley, E. B. Jenkins, G. W. Johnson, R. A. McBrayer, R. H. McCutcheon, C. H. Mercer, W. G. Moore, C. T. Murchison, J. L. Olive, T. J. Osborne, G. M. Rodwell, E. J. Rogers, J. C. Smith, R. A. Sullivan, T. S. Teague, J. P. Tucker, J. B. Vernon, H. A. Wallin, E. J. Woodall, I. C. Woodward, E. N. Wright.

Bachelor of Science.—C. I. Allen, L. T. Buchanan, Jr., J. M. Davis, W. D. Rodgers, Jr.

Bachelor of Laws.—J. H. Burnett, R. H. Lewis, Jr., J. C. McBee, Wheeler Martin, Jr., P. G. Sawyer, J. B. Turner, H. P. Vinson.

Members of the Graduating Class, other than the orators, submitted theses as follows:

MASTERS OF ARTS.

A. B. Combs.—“Ædipus Myth in Greek Drama.”

G. Poteat.—“Gœthe: The Man of Science.”

A. B. Ray.—“The Negro and Southern Literature.”

BACHELORS OF ARTS.

- G. L. Bailes.—“Public Education in North Carolina 1830-1840.”
 J. G. Bell.—“The Life of General Andrew Jackson.”
 W. D. Boone.—“Our Twentieth Century Problem.”
 J. C. Brett.—“The Dairy Industry in the South.”
 N. B. Broughton, Jr.—“Municipal Taxation in European Countries.”
 G. C. Buck.—“The Safeguard of the Panama Canal.”
 J. T. Cabiness.—“The Changing Conception of Education.”
 A. C. Campbell.—“The School and Public Health.”
 L. H. Campbell.—“The Denominational High Schools.”
 C. Castelloe.—“What Europe is Doing for Her Unemployed.”
 J. M. Cheek.—“The Higher Conservation.”
 J. B. Copple.—“High Hill Church.”
 J. A. Ellis.—“Jewish Parties.”
 W. E. Futrell.—“Aims in Education.”
 S. C. Garrison.—“Physical Resources and National Development.”
 A. D. Gore.—“The Early Spaniards in the New World.”
 A. P. Gray.—“William James Bryan: Statesman.”
 E. A. Harrill.—“Mastery of the Pacific.”
 L. Q. Haynes.—“The Turkish Question.”
 T. A. Haywood.—“Forks of Little River Baptist Church.”
 F. M. Huggins.—“Good Roads.”
 H. W. Huntley.—“Science and the Dairy.”
 E. B. Jenkins.—“Blasting at the Rock of Ages.”
 G. W. Johnson.—Editor of *THE STUDENT*.
 C. H. Mercer.—“The Negro and Colonization.”
 R. A. McBrayer.—“Development of the Roentgen Rays.”
 R. H. McCutcheon.—Editor of *THE STUDENT*.
 T. J. Osborne.—“American Humorists.”
 J. L. Olive.—“The Qualifications and Duties of the County Superintendent of Public Instruction.”
 G. M. Rodwell.—“Theory of the Universe.”
 E. J. Rogers.—“A Defense of Close Communion.”
 R. A. Sullivan.—“The New Nationalism.”
 T. S. Teague.—“The Influence of Vicarious Service.”
 H. A. Wallin.—“The American Spirit in the March of Civilization.”
 E. J. Woodall.—“College Graduates—Their Equipment and Opportunities.”
 I. C. Woodward.—“The Female Characters of Sophocles.”
 E. N. Wright.—“History of the College of William and Mary.”

BACHELORS OF SCIENCE.

- C. I. Allen.—“The Call of Public Health.”
 L. T. Buchanan, Jr.—“The Conquest of Disease Through Animal Experimentation.”
 J. M. Davis.—“Certain Diseases in the United States.”
 W. D. Rodgers.—“Diphtheria and Diphtheria Antitoxin.”

BACHELORS OF LAWS.

J. H. Burnett.—“The Influence of the Panama Canal on the South.”

R. H. Lewis, Jr.—“Richard Caswell.”

W. Martin, Jr.—“Negotiable Instruments.”

P. G. Sawyer.—“The Oyster Industry in Eastern North Carolina.”

H. P. Vinson.—“Life of Dr. Richard Joran Gatling.”

The work of the session of 1910-1911 closed formally with the Baccalaureate Address of President Poteat. This address appears elsewhere in the BULLETIN.

In the evening a concert was given in Memorial Hall and an informal gathering in the Society Halls.

Announcements

The fall term of the College opens on Tuesday, September 5. That day is given up to the registration of students. An extra fee of two dollars will be charged all who seek registration on a later date. It is required that the matriculation fees, aggregating \$16, be paid at the time of registration. These fees are required of all students without exception. The settlement of the \$25 tuition fee for the term can not be postponed beyond October 1st.

Secretary E. B. Earnshaw will supply certificates of admission to first year men upon request. These certificates should be filled out in detail as indicated in them by the High School Principal and returned to the Secretary before the opening of the session.

Young ministers and medical missionaries who may be in need of assistance are invited to write Dr. W. R. Cullom, Corresponding Secretary of the Board of Education.

The Students' Aid Fund, in charge of Dr. E. W. Sikes, Treasurer, is prepared to lend as much as \$60 a session to young men not ministers, upon notes with approved security, these notes being payable after the completion of the course of study at the College.

Students who enter by examination will have the opportunity of examination on Wednesday, September 6th. For such an examination on a later date a fee of \$1.00 will be required. For examinations to remove entrance conditions October 28th is set, and the first day of the final fall term examination period.

A special meeting of the Board of Trustees of the College is called for August 8th, in First Baptist Church, Raleigh.

The items of business specified in the call are the vacancy caused by the death of Professor Carlyle, election of a Nurse and Superintendent of the College Hospital, and the completion of the collections of the new endowment fund.

The Trustees at their late annual meeting set apart \$20,000 of the general Endowment Fund as a Library Endowment Fund. It is proposed to add \$15,000 more, which, with the pro rata gift of the General Education Board, will make a fund of \$40,000 as a permanent endowment for the maintenance and extension of the College Library. With such an endowment it is not unlikely that the College can secure the gift of an adequate library building, costing an equal amount. At present the Library is the neediest point in the general equipment. Its treasures of 20,000 volumes are housed in an inconvenient building and are exposed to irreparable loss by fire. The friends of the College who are interested in improving this situation have the following striking financial considerations: the raising of the \$15,000 means, on a most reasonable expectation, an additional \$40,000 in the form of a modern library building; besides, any amount contributed to this library fund before December 31, 1911, will be counted in the collections under the proposition of the General Education Board to add one dollar to our three down to the close of the present year. Consequently, if we succeed in raising this \$15,000 before December 31, we may count upon adding \$60,000 to the equipment of the College.

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John Bethune Carlyle

BY G. W. PASCHAL.

John Bethune Carlyle was born in Robeson County, North Carolina, March 29, 1858, entered Wake Forest College in 1883, from which he was graduated in 1887, became a teacher in this institution in 1888, and died on July 10, 1911.

Circumstances of birth and parentage and early environment were so strongly influential in forming the character of the young Carlyle that his life can be understood only in the light of them.

His father was Irving Carlyle. His mother's maiden name was Annie McMillan Bethune. Both were of Scotch descent and from them he inherited the sturdy Scotch traits of character such as mental acumen, thrift, frugality, and industry. Owing to their native industry his parents were independent but they were not rich. Forty years ago Robeson was an undeveloped farming section; the fields produced the bare necessities of life but very little besides that could be turned into money.

Again, the period of Professor Carlyle's boyhood was marked by turbulence in Robeson County. Shortly after the War the Lowery Gang began to terrorize the whole section. The enmity of the gang meant death, from which even a guard of Federal soldiers offered no protection. More than one of the neighbors of the Carlyles were pierced by murderous bullets, and no one ever knew who shot them. To steer through dangers such as these required no ordinary caution and wisdom. The Carlyle family escaped without injury to life or property though it was known to stand for law and order.

However, despite the violence of the times, it was a very

puritanical neighborhood in which the young Carlyle lived. After the strictest of the sect many of the Scotch of that region lived Presbyterians. The Ten Commandments were to be obeyed to the letter. The observance of the Sabbath was a kind of sacred horror to the small boy. To whittle a stick on Sunday was a mortal sin. Conversation had to be on Biblical and religious topics. Prof. Carlyle liked to tell a story of how in his callow youth a certain stern and beetle-browed father blocked his attempts at conversation with his daughter whom he had accompanied from church by interposing such questions as, "Jaughn, how deep is the Sea of Galilee?" "Jaughn, how long is the Sea of Galilee?" But the puritanical spirit could not be escaped and was not escaped by the young Carlyle. And this is well, for a little puritanism in the warp often wonderfully improves the fabric of character.

Such were some of the formative influences of Carlyle's earlier years. Those who knew him will see how powerful they were.

Carlyle was twenty-five years old when he entered Wake Forest College in the fall of 1883. He had taught school, and had engaged in the turpentine business, and afterwards attended for a short time the school of Rev. Stinceon Ivey at Fairmont, N. C. He was already mature in many respects, and though he had had the advantages of very little high school training he was recognized in his community as a man of ability. He showed a purpose in his college life. By improving his power of public speech he succeeded in becoming twice the representative of his literary society, the Philomathesian, at the Anniversary, once as Debater and again as Orator. Two other notable successes marked his college life. He won the Silcox Greek medal, though his competitors were among the ablest men who have ever attended the College, and he became the Saluta-

torian of his class, when in 1887 he was graduated with the degree of Master of Arts.

The next year after graduation Carlyle taught in a high school in his native county. In that year he did at least one remarkable thing, but a characteristic thing—he paid off all the debt he incurred in getting his college education. For Carlyle went into debt for his education, at least for a very important part of it. Dr. R. H. Timberlake and his good wife trusted him for his board to the amount of three hundred dollars. Dr. Timberlake used to tell of Carlyle's prompt payment, predicting for him more than ordinary success in life.

In 1888 Professor Carlyle began his work as teacher in Wake Forest College. For his first three years he was Assistant in both Latin and Greek. In 1891 he was elected Professor of Latin and from that time devoted himself to the teaching of that language alone. It was the fortune of the writer to take his second year of Greek under Professor Carlyle. There were thirty-five of us in that class. The teacher seemed fired with an enthusiasm for his work and I believe that every member of the class felt the inspiration of that enthusiasm. To learn under Carlyle was thought to be easy, and every one was sure that his faithfulness and efforts would be recognized by the teacher.

But it was soon seen that Carlyle was useful, extraordinarily useful, to the College outside the class room. Early in the nineties the denominational colleges began to feel the effects of the policy of the educational institutions supported by the State. The contest for students was so sharp that some began to fear that the days of these colleges were numbered. It was in this crisis that Carlyle proved of such avail to the College. He knew just the appeal that was effective with the boy without means who desires

a college education. He had a speech he made throughout the State in which he showed how remarkably low were the necessary expenses of a student at Wake Forest. For a long time no Baptist boy of Robeson County attended any other college than Wake Forest, while his influence in winning students was limited only by the lines of the State. In those dark days his voice was a voice of hope. And that is a thing we shall remember.

In fact, it was a kind of passion with Professor Carlyle to devise ways and means to help the needy student. I shall not tell of what he did of his own means, though I happen to know that he never turned away from any worthy appeal, but it was especially fitting that for a time he should have been in charge of the two agencies at the College for distributing help and loans. In 1891-93 he was secretary of the Board of Education and solicited and disbursed funds for the support of ministerial students of the College. From 1898 to 1907 he was secretary of the Students' Aid Fund. In the latter position Professor Carlyle had signal success. He increased the resources of the Fund by several thousand dollars. When he lacked money for the needy student he would make it a point to get it from those who had it, so that during his administration of the Fund loans were available for a constantly increasing number.

During all the time of his work as teacher at Wake Forest Professor Carlyle was in demand as a public speaker. There is hardly a county in the State in which he has not spoken many times. He was always heard gladly. He always had a pleasing topic, usually education. He had the gift of much natural eloquence and knew how to mediate his thought to the average understanding. There was a geniality, a humor about his speeches that was contagious.

Careful to say nothing that would offend, he could make his every word effective for the purpose designed. Accordingly, when he made a speech, say for a local tax for a public school, he nearly always won votes and carried the day. He knew also how to turn a compliment. Once he spoke in Wilson, the home of the magniloquent Henry Blount, who was in the audience. Carlyle opened his speech with a reference to him and for once in his life Blount is said to have felt beaten in his own role as a dispenser of adjectives. For Carlyle knew the humor of an audience and an occasion, and this must be put down as the secret of his success as a speaker. His audiences were made sympathetic in the beginning and when he was through felt that they had been listening to a man of like passions with themselves. He was equal to all occasions, addressing with like facility and acceptance the crowd gathered at the closing exercises of the remote academy, and the more exacting audiences gathered at a Baptist State Convention or a State Teachers' Assembly. On one occasion he served the Free Masons, of whom he was an enthusiastic member, as State Grand Orator, and his address was said to have been a masterpiece of its kind. The best, however, of Carlyle's speech-making, was for the college of his love.

But the great service rendered by Carlyle to the College apart from his class room work, greater perhaps than even his class room work, was in raising money for equipment and endowment. This was a work that had long been on his heart. In an article, "How It Was Done," which appeared in the Bulletin of January, 1908, shortly after the completion of his canvass for the endowment, he says:

"It is needless to say that I could not have conducted this canvass if I had not previously for fifteen years sought in all honorable ways to extend my acquaintance in all

parts of North Carolina. And during all these years I had been purposely preparing for some such effort for Wake Forest."

From this it would seem that this was the great purpose of Carlyle's life. Perhaps this was the reason why time and again he refused offers of the presidency of this or that college in other States, positions of more honor and carrying greater salary than the one he occupied at Wake Forest. This was his reason for refusing the presidency of an insurance company and other promising business propositions. He loved the College and his life was devoted to her.

The first definite canvass made by Carlyle for money was in December, 1900, when he went out in the interest of the Gymnasium. The building was already erected and few had any idea that any money could be raised for it. It was a surprise, then, when Carlyle in a few weeks succeeded in getting a considerable sum. The result was that when the proposition came to erect an alumni building, in 1903, no one but Carlyle was thought of as the person to secure the money. Without previous notice he went before the Commencement audience and got subscriptions amounting to six thousand dollars or more, and in two years the building was up and paid for, a better building and erected at less expense than would otherwise have been possible but for Carlyle's supervision of its building. Again, in 1905, there was need of money to complete the College Hospital. Carlyle went into the field and got it, several thousand dollars of it.

His last and greatest undertaking in this line, as is well known, was towards securing an increase of the endowment by \$150,000. One-fourth of this was subscribed by the General Education Board provided the College would

raise the other three-fourths. The work, of course, fell to Carlyle. He had only the year 1907 to do it in. That was the year of our last panic. He had the work well under way with the prospect of abundant success when the panic struck. The hopes of one less resolute, one whose heart was less set on his purpose, would have failed. Even Carlyle was, as he says, well nigh discouraged. But he knew that he had triumphed when on Thanksgiving Day he opened a letter from two friends whom he had interested in the College, H. C. and R. L. Bridger, of Bladenboro, and read with emotions which he said he could not describe the contents, closing as follows: "Business conditions are bad, but the Lord's work must not suffer. I enclose our subscriptions amounting to seven thousand dollars." The last year of his life was spent in collecting the subscriptions thus secured. Much the greater part was already paid when disease compelled him to desist from his labors. It is hoped that at the end of the present year the whole round sum will be in hand. If so, the great hope and purpose of Carlyle's last years will be realized. What a satisfactory consummation this would be! And how fitting, if it can be effected, that the Board of Trustees should be asked to set aside the sum completed to the last dollar as the J. B. Carlyle Memorial.

Though Carlyle was compelled to leave part of the collection to others, we like to think of his work as complete. He had kept his purpose to do this signal service for the College. He had seen of the fruits of his labors as much as is usually given to man. So languishing from hope to hope after a few months of disease he entered upon his rest. *In pace requiescat.*

I close with a few words on Carlyle's private life and personal traits. One of the most pronounced characteris-

tics of Carlyle was his desire for sympathy and appreciation. An understanding of this fact is necessary to a proper appreciation of the man. He leaned heavily upon his friends. The very thought of the possibility that his work for the College and his devotion to it should not be recognized and appreciated was enough to make him miserable. Like the Pilgrim he would find himself in a dungeon in Doubting Castle. But the sunshine would come on and Carlyle would be seen stalking along the Delectable Mountains. Possibly this was a weakness, if so, it is a weakness that has been shared by many of the noblest and best of earth.

Another very striking trait of Carlyle's was his mental alertness. If anything was going on he knew it. Quick to interpret signs and indications he was sometimes led into amusing mistakes, but usually he was correct. He was also a good judge of men. In faculty meetings Carlyle's estimate of students was regarded as authoritative. And in general whether of students or of others Carlyle's judgment has nearly always proved to be well founded. He had a most remarkable memory. In two days after the opening of the college session he would know by name every student, his antecedents, where he lodged and where he boarded, and what work he was proposing to do. He could repeat verbatim, reproducing intonations, snatches of speeches he had heard within his memory.

Professor Carlyle also had great interest in all public questions, especially such as concerned his community and State. He early became interested in public schools and perhaps has made more speeches in favor of them than any other man who has lived as a private citizen in the State. In the last campaign for State Prohibition he spoke here and there and always with effect. In the larger poli-

tics of the world he also took part, and such was his interest in the Peace Movement that he was appointed by Governor Kitchin to represent the State at the proposed celebration in 1814 of the one hundredth anniversary of peace among English-speaking peoples.

With his native frugality and business acumen Professor Carlyle was soon acquiring property, which before his death had become a moderate competency. He had a share in the inception of several of the more important business enterprises of Wake Forest.

In 1891 Carlyle married Miss Dora Dunn, a lady sharing his taste for classical study and his interest in whatever concerns the College. Their home was always open to students on Sunday afternoons and many visited there. Their union was blessed with the birth of two sons, lads, the one about fifteen the other about twelve years of age, who have proved a joy and satisfaction to their parents.

In his church Carlyle was trusted because of his conservative and cautious policies. He was usually asked to serve on the important committees, especially on those to secure a new pastor. For several years he was a member of the Board of Deacons. He took an interest in all church services. Most important, however, to him was his Sunday School class. This was composed mostly of students of the College and for twenty years had been the largest class in the school. If possible he always met it. To do this he might be under the necessity of traveling all night without opportunity to sleep, but on Sunday morning he would stand before his class. And this was the last work he relinquished.

Knowing and Underknowing

BY WALTER N. JOHNSON, COLLEGE CHAPLAIN.

(An address made on September 5, 1911, in Wingate Memorial Hall, at the opening of the session of Wake Forest College.)

Therefore to him that knoweth to do good, and doeth it not, to him it is sin.—Jas. v:17.

One of the deepest passions of the human heart is to know. Teaching is causing to know. The world is full of facts; they are moving inward toward the center of the human soul as fast as the way for them is opened. Learning is keeping this way open. As soon as the fact passes into consciousness, vital processes set in around it. A truth has just entered the gateway of life, when we say, "I know it."

What we know at any one moment is a very small part of our knowledge. We are always unconscious of all things, except the one in mind at the time. You may stand in a library of half a million volumes; you can read at one moment only one book, only one page of it, only one line of it. Focalize your microscope on one spot; leave all the rest of the universe in darkness; you have to do this, else the instrument is of no value.

Our knowledge is a very small part of us. The processes of your own life lie below your cognizance; you never think of your circulation, or breathing, or digestion, or thinking, unless there is something wrong with it. If "it takes a thousand years to make a gentleman," you do not remember anything about more than thirty years of it. The universal and distant conditions upon which life every minute depends are unknown to you. We learn by inter-

rupting the regular course of things; if we could not somehow break into nature's regularities, there could never be a natural science of any certainty.

Knowledge puffs up unless we underknow all that we know. The subconscious world is opening up to the human mind; but only to show us its unknown depths. We often speak of *understanding* things with no thought of what is suggested by the "under" part of this common word. The known is just the skimmings of the underknown. We look at some leaves and a layer of dirt just a grain deep and call it a mountain; but we see nothing of its vast bosom. We say we see the earth; but it is just a few drops of water and a few grains of sand; the central depths are beyond our senses. We think we see the sky at night; but we only behold a few kindled spots in the near-by space; the expanse itself eludes us. We can really know only the surface of things.

How pitiable is he who only knows. Mechanism, symbols, instruments are the limits of his thoughts. The athlete who takes his Indian clubs through life with him, with no thought of the muscles which he used the clubs to develop, would be counted an idiot. The College man who goes out from his school with a carload of books to carry with him everywhere he goes, never having learned that only that part of the contents of those books which has passed into his nerves and habits will count toward success and happiness, is foredoomed to failure. Men never carry their Indian clubs and text books out of college with them; they would be in their way. They go to college just to get so they will no longer need them. But they often take with them some baggage much more in their way than clubs and books would be—facts known in their minds, but not underknown in their lives, which they do not forget

and have no better sense than to try to use in their living. "That fellow had thirty-nine gold medals for swimming. How did he ever get drowned?" "Well, he put on all his medals one day and fell in, they were so heavy he couldn't swim out." Some of the worst failures in life are brilliant students in college; they know, but they do not underknow; they die strangers to themselves. But while they fail, dullards and blockheads often reach life's heights; they learn so slowly that what they do know has soaked down to the bottom of their being. A cork will not stay in its place without its lead under the water; the buoy will not do to trust, unless it is fastened by an anchor. Knowledge does not count in character building nor in permanent achievement, which is not chained to the deepest things in a man; it only puts him more at the mercy of the currents that swirl about him in the world.

Blessed the man who underknows. He is at one with his deeper and larger self; a phase of the atonement of Christ. He discovers himself a miniature universe; with him, self-reverence is not impossible. There is in him an unconscious synthesis under all that he knows; an unity in him for all his knowledge, a center for all his impulses. His knowledge is not his; it is he himself. It moves outward from him on the world around him with the force of a divine decree; his thoughts are creative, they are centers from which the world is remade.

The transition from the known to the underknown in man is almost miraculous. It sometimes comes in an instant; but often, gradually. The pupil at first touches the keys in empty imitation of the teacher; but after awhile music is born into the soul of the learner and it runs an uncontrollable fire along the nerves to the finger-tips. The young painter, when the artist is made in him, no longer

mimics the brush-strokes of his master, he goes to painting something that has already occurred in his soul.

I am no teacher of oratory, but once I drilled a school boy in declamation. He was awkward. His long teeth hung outside of his mouth, his big hands held to his suspenders, he slashed his words with the fisherman's brogue. I suggested pronunciations and gesture; but he seemed to pay no attention to me. After he had repeated the selection several times in utter disregard of all that I had tried to teach him, I was discouraged. One hour before the public exercise, I was about to cut out his number. But I did not. His name was called. He walked out on the stage, pale with fright. I can not give you the psychology of it; stage fright shook all I had taught that fellow for two weeks into the depths of his nature. His long teeth seemed to jerk themselves back into his mouth; his gruff hands shot into the air in graceful curves; his voice was suddenly musical; he was an orator natural born. What I had been teaching him instantly got into the underknown; a little miracle had occurred in him; God was continuing his work of creation in him.

When a man merely knows a thing he is limited by it; when he underknows it, he is master of it, he can use it. He is no longer paralyzed with self-consciousness; his awkwardness is gone; his impulses are not now divided. He just lives out what there is in him. He is free and easy and natural. His knowledge is not simply a mental process nor the result of it; it is the man. When his fellows agree with him, they do not feel that they are accepting a proposition in logic; they are having fellowship with the man. When they disagree, they are not against a pointed conviction, but against a character; not controversy now, but partnership in the possession of truth.

When things are subknown, there is something doing. "To him that knoweth to do good and doeth it not, it is sin." Why sin to know? Because in not doing, he is shutting knowledge out of the lower regions of life. He is confining it to the surface. He denies it a place in the realm of reflex action. He limits light. He closes the fundamental processes of his own life against it. He dooms, as far as he can, the places now dark to eternal darkness. No man can underknow without doing; it is a sin to know without underknowing a truth long at a time.

God abides in the underknown. There is as much room for God's presence between what we know and the bottom of things as there is between what we know and the top of things. This is the ground of his immanence. He emerges just as often as He descends.

Faculty Personals

On the last day of Professor Carlyle's conscious life one of his nurses, Mrs. Vernon, noticed that he was talking about the College and the part that he had taken in bringing it into the thought and the confidence of the people. Then came a little pause, after which followed this prayer: "O God, let thy guiding hand rest upon its leaders; and may thy blessing be upon it; and may prosperity attend it. This I ask for Jesus' sake." His dominant life interest strong at the very gates of death.

The interesting paper of Professor John F. Lanneau on "Sirius, the Bright and Morning Star" is reprinted from the monthly magazine *Popular Astronomy* in the issue of the *Biblical Recorder* for October 4, 1911.

At the special meeting of the Board of Trustees in Raleigh, August 8, Mr. Hubert McNeill Poteat was elected Professor of Latin Language and Literature to succeed the late Professor J. B. Carlyle. He was allowed a year's leave of absence to complete his contract with the Hotchkiss School, Lakeville, Conn., where he is one of the Masters in Latin. Mr. Poteat was graduated from Wake Forest College with the degree of B.A. in 1906, and in 1908 received its M.A. degree. During the sessions of 1905-6, 1906-7, and 1907-8 he was instructor in Latin in the College. In September, 1908, he entered Columbia University for the further study of Latin, taking Greek as his minor course. He held the Drisler Fellowship in Classical Philology in that institution for 1908-09 and 1909-10. In the autumn of 1910 he accepted the position of Latin Master in Hotchkiss School, where he will be occupied the remainder of the

present session. He will begin his work in Wake Forest in September, 1912.

Dr. George W. Paschal was, on the 8th of August, advanced by the Trustees from the rank of Associate Professor of Latin and Greek to that of full Professor in those departments, with the relation of associate to the Professor of Greek and the Professor of Latin.

Professor J. Henry Highsmith, of the Department of Education, conducted the following institutes for public school teachers: July 3-14, Winton, Hertford County; July 17-28, Hillsboro, Orange County; August 7-18, Wentworth, Rockingham County. From September 29 to October 1, he delivered a series of lectures in the Sunday School Institute at Thomasville, N. C.

Professor W. R. Cullom, of the Chair of the Bible, gave a course of lectures in the Sunday School Institute at Greenville, N. C., July 5 to July 7.

Dr. E. W. Sikes, of the Department of Political Science, made addresses at Bay Leaf, Corinth, Louisburg, Monroe, Faulks, Ansonville, and in Cleveland County.

Among the Alumni

Mr. Oscar E. Winburn (1892-3, '94-5, '95-6, '96-7) entered College from Fayetteville, N. C. During the first year after leaving Wake Forest he was in Boston, Liverpool, and Bridgeport, Conn. In the latter city he married, and now has three children. The last ten years of his life he has spent in New York City working as a compositor on all the New York dailies. He became much interested in labor union affairs, and for several years was an officer of the New York Typographical Union. Last winter the national organization sent Mr. Winburn to Southern California to effect the political organization of its forces in that region. At present he is located in Los Angeles.

Mr. Thomas J. Pence (B.A., 1894) returned in October from a vacation in Europe, and after a visit to his old home in Raleigh resumed his place of distinction among the newspaper correspondents at the capital of the country. He represents the *News and Observer*.

Dr. A. D. Morgan (B.S., 1909), who received his professional degree from the University Medical College of Richmond, Va., has been appointed Instructor of Biology in Richmond College, having full charge of the course, in which he has conducted the laboratory work for the past two years. Dr. Morgan is associated with the distinguished specialist, Dr. Jos. A. White, of Richmond.

Captain Oliver H. Dockery (B.A., 1892) is now stationed at Louisville, Ky., as recruiting officer of the United States Army with the rank of Captain. A Louisville paper recently had a story of his effort to get a place in the Army for a physical giant who applied at his station.

Thomas H. Briggs (B.A., 1897), head of the Department of English in the Illinois Eastern Normal College, is pursuing advanced studies in English and Psychology and making special investigations under the direction of Columbia University, New York.

William Harvey Vann (M.A., 1907), sometime Associate Professor of English, Furman University, S. C., has resumed his studies at Columbia University.

Roger T. McCutcheon (B.A., 1909) enters the Graduate Department of English at Harvard University.

J. Powell Tucker (B.A., 1911) writes from Yale University: "My Wake Forest B.A. has been accepted at its full value and I enter the Graduate Department of English without condition."

Thomas Bryce Ashcraft (B.A., 1907) received the degree of Ph.D. from the Johns Hopkins University in June. Dr. Ashcraft, during the coming session, will be Acting Professor of Mathematics in Bowdoin College, Maine.

A. L. Fletcher (B.A., 1909) has joined the editorial staff of the Durham (N. C.) *Sun*.

Gerald W. Johnson (B. A., 1911) has accepted a position on the editorial staff of the Lexington (N. C.) *Dispatch*.

An interesting reminiscence of the late Dr. Matthew T. Yates (B. A., 1846) is given the following letter published in *Charity and Children* of January 26, 1911:

"Many see and admire the beautiful Chinese umbrella tree seen in so many portions of North Carolina; but few know how it was introduced into this State. About thirty years ago the beloved missionary to China, Rev. Matthew T. Yates, who went from Wake County to that field some sixty years ago, sent a package of the seed to Rev. C. T. Bailey, editor of the *Biblical Recorder*, who distributed them to any subscriber of the paper who would

apply for them. Applications came from many portions of the State, and as they grew their beauty attracted wide attention, and from the seed produced they have spread rapidly. They attain their shape without any training, simply requiring sufficient space so as not to be crowded.

"In my travels over the State I see many of these trees, and I think it only justice to these two prominent ministers to give its history.

"I have often thought that Dr. Yates, in his far away field, remembered his lovely home country and thought its beauty would be added to by this beautiful tree, and was prompted by this thought to send the seed.

C. B. EDWARDS.

"Raleigh, N. C., Jan. 10, 1911."

Rev. Joel Spurgeon Snider (B.A., 1908) has been pastor of the Baptist Church at Chester, S. C., for five years. The success of the pastorate is in part indicated by the addition of three hundred members to the church.

Mr. William Harry Heck (B.A., 1897, M.A., 1899), Professor of Education in the University of Virginia, and his brother, Mr. Charles McGee Heck (B.A., 1900), now of Pekin, China, were both married within a few months of one another—the former marrying Miss Anna Seeley Tuttle, of University of Virginia, September 9, and the latter, Miss Maude Elizabeth Williams, of Lincoln, Nebraska, April 5.

The following appointments as teachers are announced for the session 1911-1912:

R. O. Rodwell, 1910, Superintendent, Warrenton.

T. Hendrix, 1908, Principal, Kernersville.

Owen Odum, 1911, Principal, Coats.

J. P. Harris, 1911, Principal, Lilesville.

J. U. Teague, 1911, Principal, Princeton.

Dee Carrick, 1910, Principal, Grammar School, High Point.

- C. W. Davis, 1910, Principal, Godwin.
J. A. McLeod, 1911, Principal, Chalybeate Springs.
Carl Ragland, 1910, Principal, Rockford.
R. E. Walker, 1909, Principal, Windsor.
E. I. Olive, 1910, Principal, High School, Fayetteville.
F. W. Kurfees, 1909, Principal, Morven.
E. R. Settle, 1910, Principal, Whitaker.
J. M. Cheek, 1911, Assistant Principal, Liberty-Piedmont Institute, Wallburg.
L. H. Campbell, 1911, Instructor, Buie's Creek.
A. C. Campbell, 1911, Instructor, Buie's Creek.
I. C. Woodward, 1911, Assistant Principal, Fruitland Institute.
G. M. Rodwell, 1911, Instructor Latin and Greek, Columbian College, Lake City, Florida.
G. C. Buck, 1911, Associate Principal, Wingate.
T. S. Teague, 1911, Principal, Atkinson.
A. B. Combs, 1911, Principal, Elizabeth City.
J. H. Burnett, 1911, Principal, Snow Hill.
H. A. Wallin, 1911, Principal, Pinnacle.
L. S. Haynes, 1911, Principal, Andrews.
E. B. Jenkins, 1911, Principal, Grammar School, Carthage.
W. E. Fretwell, 1911, Principal, Ronda.
F. M. Huggins, 1911, Assistant Principal, Union Mills.
R. A. Sullivan, Principal, Potecasi.
E. N. Wright, 1911, Principal, Dillsboro.
E. A. Harrell, 1911, Superintendent, King's Mountain.
J. B. Vernon, 1911, Principal, Stem.
C. T. Murchison, 1911, Principal, Franklin, Va.
J. R. Carroll, 1911, Assistant Principal, Winterville.
S. C. Garrison, 1911, Principal, Crouse.

The marriage of Mr. Kyle Elliott (1905-6, '06-7) of Gadsden, Ala., to Miss Cary Forney Caldwell, of Jacksonville, Ala., was celebrated June 27, 1911.

Five men who completed their two years medical course here, May, 1911, are beginning this autumn their third year in medicine at Columbia University—C. I. Allen, J. M. Davis, J. Y. Hamrick, Jr., F. F. Cox, and B. L. Jones.

Atlanta has now the largest and best equipped Institutional Church of the South and Dr. Len G. Broughton is its pastor. The dedication service occurred on the 17th of last September. The great English preacher, Dr. G. Campbell Morgan, preached the dedicatory sermon. Among the other prominent ministers who were present were: Dr. Russell H. Conwell, Philadelphia; Dr. R. S. MacArthur, New York; Dr. E. Y. Mullins, Louisville; Rev. Wilhelm Fetler, St. Petersburg, Russia.

About fourteen years ago Dr. Broughton began his ministry in the Jones Avenue Baptist Church. It was a humble beginning, but the crowds that came to hear him made necessary the erection of what is known as the Old Tabernacle. The present membership of his church is between three and four thousand.

Connected with the church is the Tabernacle Infirmary, where the sick are cared for. From the first, the Christian hospital has been a part of the plan of Dr. Broughton. Since the beginning there have been about 5,600 sick people treated in the Infirmary, and forty-eight young ladies have been graduated from the Nurses' Training School.

The church also conducts a Tabernacle Dormitory for young women who find employment in the city, and it has enabled many a struggling girl to live in a great city and find the protection of a home. Since its establishment

over 2,500 young women have found shelter and protection there.

The new Tabernacle building is 147 feet long, 130 feet wide, and five stories high. The two lower floors are devoted to Sunday School work, while the three upper stories are known as the main auditorium. The main auditorium is seated in the main floor with pews, and the balcony and galleries with opera chairs—all of quartered oak. The seating capacity is approximately 4,000.

The building is wired in the most modern way and contains church phones, call bells, acousticons, stereopticons. Also there is a phone from the Tabernacle pulpit to each bed in the Tabernacle Infirmary so that the sick people may hear the preaching and the music.

Record

President Richard Tillman Vann, of Meredith College, made an address to the Young Men's Christian Association, September 11, on "The Influence of the Bible," and Mr. Z. V. Judd, Superintendent of Schools for Wake County, October 2, on "The Life of David."

On the first of October the record enrollment of 405 of the previous entire session was reached. Seventy-seven applications for degrees at the next commencement have been filed, distributed as follows: M.A., 6; B.A., 49; B.S., 12; LL.B., 10. There are eighty ministers and missionaries, of whom fifty-eight are receiving aid from the Board of Education.

Miss Louise P. Heims, of Philadelphia, was elected Librarian of the College in a special meeting of the Board of Trustees in Raleigh, September 7. Miss Heims was educated in the public schools of Philadelphia, the Chelton Hills School, with special work in the University of Pennsylvania. For four years she was assistant in the library of Drexel Institute and later took the full course in the Library Department of that institution. At the time of her election she was engaged in the library of the University of Pennsylvania. Miss Heims took up her work at Wake Forest September 18.

The Trustees at the Raleigh meeting, September 7, elected Mr. Elliott B. Earnshaw Superintendent of the College Hospital. Miss Iola Temple, of the Morehead City Hospital, has been appointed Head Nurse of the Hospital. The new management went into effect at once.

Announcements

The fall Senior Speaking set for October 13 has been postponed until November 17.

The following courses have been added to Group 3, Medicine, in the Bachelor of Science Degree: Physical Diagnosis, Minor Surgery and Bandaging, Obstetrics, and Practice of Medicine. They are introductory courses, one hour a week throughout the year (except Minor Surgery and Bandaging, which occupies a shorter period), and will receive a credit of one hour each on the degree requirements. They are offered the present session.

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The Teacher

BY PROFESSOR J. HENRY HIGHSMITH, SCHOOL OF EDUCATION.

The teacher is the soul of the educative process, the "high priest of the future." "The inspiration of the school is the presence of the living teacher."

The responsibility of the teacher and the importance of the teaching profession are universally recognized. Since the work of the teacher is so significant and so vitally affects childhood, and therefore society, it is supremely important that he should be qualified for his task. The qualifications demanded for this high function of teaching are well nigh innumerable, but a few of them are absolutely essential, and these will be discussed here.

I. CHARACTER. The character of the teacher is all-important, since the formation of character is the end of education—"like teacher, like school." The ideals of the teacher, and the ideals of the school, will be determined by the teacher's character, for only a person of good character will permanently desire the things of great and lasting worth.

The elements of character are love, sincerity, honesty, integrity, sympathy, patience, perseverance, and determination. The teacher who has character which embodies these fine qualities will be sane, not a crank; decisive, not pondering, yet not dogmatic; stable, but not stubborn; tentative in his attitudes, yet fixed when occasion demands; honest, but not puritanical; prayerful, and hence powerful; pious, but not pietistic; righteous, which means right wise, standing four-square to every wind that blows.

The teacher's character must match the dignity, the significance, and the permanence of his office.

"The teacher lives forever. On and on
Through all the generations he shall preach
The beautiful evangel; on and on
Till our poor race has passed the tortuous years
That lie fore-reaching the millennium,
And far into that broad and open sea
He shall sail, singing still the songs he taught
To the world's youth, and shall sing them o'er and o'er
To lapping waters, till the thousand leagues
Are overpast, and argosy and crew
Ride at their port."

There is no force so potent for good as splendid character.

"You remember that when the Pharisees questioned him that aforetime was blind concerning Jesus, he said: 'Whether He be a sinner or no, I know not. One thing I know, that whereas I was blind, now I see.' The one was a speculative, the other a personal experience, and no man could take it from him. Just so the ideal teacher has a character which is something more than a bundle of cold negations; it is positive, bold, living, expressing itself in every way, consciously and unconsciously, upon the habits of the pupils under his care."

II. SCHOLARSHIP. This is abundant, thorough, fresh knowledge of the subjects one teaches. It is absolutely essential. Meagre scholarship is fatal to success in teaching. No other qualification can atone for lack of scholarship, the knowledge of *what* one teaches. The teacher must know his subject matter, and a knowledge of the fundamental, underlying, advanced principles is necessary in order that the elements of any subject be taught properly. The teacher must know much to teach little. This abundant knowledge

on the teacher's part gives reserve force. Knowledge or scholarship is extremely important because it begets enthusiasm, creates confidence, secures the respect of the class, and gives proper perspective.

This knowledge on the part of the teacher should include not only the *what*, the subject matter, but also the *whom*, the child. Every teacher ought to be a student of the modern child study movement. A scientific knowledge of child life is essential to any considerable success in conducting the educative process.

The teacher who performs his tasks intelligently must know the history of education, the record of achievements in this great field of human endeavor. Modern educational method is based upon psychology, and a working knowledge of educational psychology is indispensable. School management and administration have come to occupy a large place in the equipment of a well-qualified school man and no teacher should neglect these aspects of his profession. The philosophy of education, while not absolutely essential, practically, will nevertheless make any teacher stronger for his daily duties.

"Above all," says Mr. Payne, "the teacher must be a scholar, and if he is to be a teacher of real power he must be a man of wide and accurate scholarship."

"It is the man who takes *in* who can give *out*. The man who does not do the one soon takes to spinning his own fancies out of his interior, like a spider, and he snares himself at last, as well as his victims." (Dr. John Brown.)

"Wisdom is the principal thing; therefore, get wisdom, and with all thy getting, get understanding." (Proverbs.)

III. ABILITY TO TEACH. Scholarship the teacher must have, but there must be also the ability to make known to

the pupil the things which the teacher knows. Teaching, then, is causing another to know something that he does not comprehend at the present moment. If the teacher hasn't this ability to cause another to know, he is not qualified for the teaching profession, no matter what other fine traits he may possess.

As Professor Horne and others have so well shown, the sources of ability to teach are two, heredity and training. Heredity gives us the "born teacher," and there are some people who believe still that "*magister nascitur non fit.*" Heredity is a great force in the making of a teacher, but hereditary ability is not enough; there must be added the process of training, which gives one scientific, rational method. Method is the way the teacher works. There are various kinds of method, all of which should be known to the teacher—general and special, inductive and deductive, empirical and scientific. The formula, then, for the making of a teacher is this: Heredity+training=ability to teach.

"Good methods of teaching are important, but they can not supply the want of ability in the teacher." (T. M. Balliet.)

"The woman who touched the hem of the Savior's garment felt at once the vivifying influences which were all the time going forth from the Great Teacher. Here we stand face to face with the greatest mystery of the teacher's art." (Schaeffer.)

IV. INSPIRATIONAL LEADERSHIP. It is expected of the teacher that he shall be an inspirational leader, and he is not completely equipped for his task until he has this quality, nor can he influence his community to the largest extent possible without it. In order to be an inspirational leader the teacher must believe something, he must have a creed.

The teacher must feel called to his work, and if he can say, "for this cause was I born," so much the better. Happy is that teacher who can say, with Edwin Osgood Grover: "I believe in boys and girls, the men and women of a great tomorrow; that whatsoever the boy soweth, the man shall reap. I believe in the curse of ignorance, in the efficacy of schools, in the dignity of teaching, and in the joy of serving others. I believe in wisdom as revealed in human lives as well as in the pages of a printed book, in the lessons taught, not so much by precept as by example, in ability to work with the hands as well as to think with the head, in everything that makes life large and lovely. I believe in beauty in the school room, in the home, in daily life, and in out-of-doors. I believe in laughter, in love, in faith, in all ideals and distant hopes that lure us on. I believe that every hour of every day we receive a just reward for all we are and all we do. I believe in the present and its opportunities, in the future and its promises, and in the divine joy of living. Amen."

V. THE SPIRIT OF HUMANITY. This is the spirit of service. The teacher must be willing to serve. Of course he ought to receive all that society can pay in the form of money and appreciation, but he must have a willingness to spend and be spent. He must realize that greatness comes through ministering and chieftaincy through service. This spirit of humanity is the spirit finally shown by Sir Launfal, by the Other Wise Man; it is the Abou Ben Adhem spirit.

Abou Ben Adhem—(may his tribe increase)
Awoke one night from a deep dream of peace
And saw, within the moonlight of his room,
Making it rich and like a lily in bloom,
An angel writing in a book of gold.
Exceeding peace had made Ben Adhem bold,

And to the presence in the room he said,
"What writest thou?" The vision raised its head,
And, with a look made all of sweet accord,
Answered, "The names of those who love the Lord."
"And is mine one?" said Abou. "Nay, not so,"
Replied the angel. Abou spake more low,
But cheerily still, and said, "I pray thee, then,
Write me as one that loves his fellowmen."
The angel wrote and vanished. The next night
It came again with a great wakening light,
And showed the names whom love of God had blessed,
And lo! Ben Adhem's name led all the rest.

These, then, are the essential qualifications of the teacher—character, scholarship, ability to teach, inspirational leadership, the spirit of humanity. "Study to show thyself approved unto God, a workman that needeth not to be ashamed."

Courses Offered by the Wake Forest School of Education

In this school an effort is made to ground the student in the fundamental principles of the science of education with the purpose of giving him a sound basis for the art of teaching and school management. As far as possible concrete illustrations of the theory are worked out in actual practice so that the student may see the relation between the science and the art. To this end the history of education is studied as the evolution of thought, with special reference to the positive and the negative value of past theories and their bearing on present problems; while psychology in its application to the schoolroom is presented as the basis of all rational method.

An arrangement has been made whereby those students of Education who desire to become teachers may do practice work in the Wake Forest Public Schools.

COURSE 1.—Three hours a week. Elective.

SCHOOL ADMINISTRATION.—Courses of study, examinations, grading, records, incentives, ventilation, hygiene, duties of superintendents, of principals, of teachers, the school board in its executive and legislative functions, the decoration and equipment of school buildings, school law, the relation of the municipal, State, and national governments to education.

TEXT-BOOKS.—Salisbury, *School Management*; Dutton and Snedden, *Administration of Public Education in the United States*.

COURSE 2.—Three hours a week. Elective.

EDUCATIONAL PSYCHOLOGY.—*Fall Term.* The general theory and process of mental development. The psychology of method, and the various studies and disciplines. Imitation, im-

pulse, heredity, interest, suggestion, attention, perception, imagination, memory, conception, apperception, the feelings, the volitions, and their relation to education.

TEXT-BOOKS.—Thorndike, *Principles of Teaching*; Bagley, *The Educative Process*.

METHOD IN EDUCATION.—*Spring Term*. The principles of general method. Special methods of teaching reading, spelling, arithmetic, geography, history, grammar, and English literature in the common school.

TEXT-BOOKS.—McMurry, *Elements of General Method*; Bender, *The Teacher at Work*; Strayer, *A Brief Course in the Teaching Process*.

COURSE 3.—Three hours a week. Elective.

The History of Education.—Primitive and Oriental education. Greek and Roman education. Early Christian education and its bearing on thought and activity. The Great Teacher and the Christian Fathers. Monasticism, Mysticism and Chivalry. Scholasticism and the rise of universities. The Renaissance and Humanism. The Reformation and education. Realism in education as typified by Erasmus, Milton, Montaigne, Bacon, and Comenius. Rousseau and the naturalistic tendency of education. Pestalozzi, Froebel, Herbart, and the psychological tendency. Herbert Spencer, Huxley, and the scientific tendency. The sociological tendency. The present eclectic tendency.

TEXT-BOOKS.—Monroe, *Text-book in the History of Education*; Dexter, *History of Education in the United States*.

PARALLEL READING.—Rousseau, *Emile*; Froebel, *Education of Man*; Monroe, *Source Book*; Painter, *Great Pedagogical Essays*.

COURSE 4.—Two hours a week. Elective.

CHILD STUDY.—A course on the physical and mental development of children. It is designed to present the facts, so far as they have been scientifically ascertained, concerning the nature and development of the mind during childhood and adolescence, with special reference to the meaning of these facts to the teacher.

TEXT-BOOKS.—Kirkpatrick, *Fundamentals of Child Study*; O'Shea, *Social Development and Education*.

(This course may be taken with profit as preparatory work to Education 2, and also Philosophy, Course 1.)

COURSE 5.—Three hours a week. Elective. (Open only to Seniors and Graduate Students.)

PHILOSOPHY OF EDUCATION.—The purpose of this course is an examination of the philosophical, historical, ethical, and psychological principles which underlie a scientific theory of education. The course embraces such topics as follow: The meaning and aim of education; evolution and idealism as bases of education; personality and environment; the individual and society; the principles of moral instruction; democracy and education; the function of the school as a social institution; the course of personal development; the course of study.

COURSE 6.—One hour a week. Elective.

SUNDAY SCHOOL ADMINISTRATION AND METHOD.—The Sunday School is the chief agency of the church in the performance of its teaching function. The aim of this course is to train men for leadership in the various departments of Sunday School work.

1. *The Convention Normal Manual.* The first division discusses Sunday School methods and history—management, teaching, and history. The second division discusses the pupil and his needs. The third division is a discussion of the books of the Bible.

A Convention normal diploma is presented to each person who satisfactorily completes this manual.

2. *The Graded Sunday School—Beauchamp.* This book deals with the graded Sunday School from the standpoint of organization and management.

3. *Teaching and Teachers—Trumbull.* This book is taken up in order to emphasize the art of teaching or method of teaching in the Sunday School.

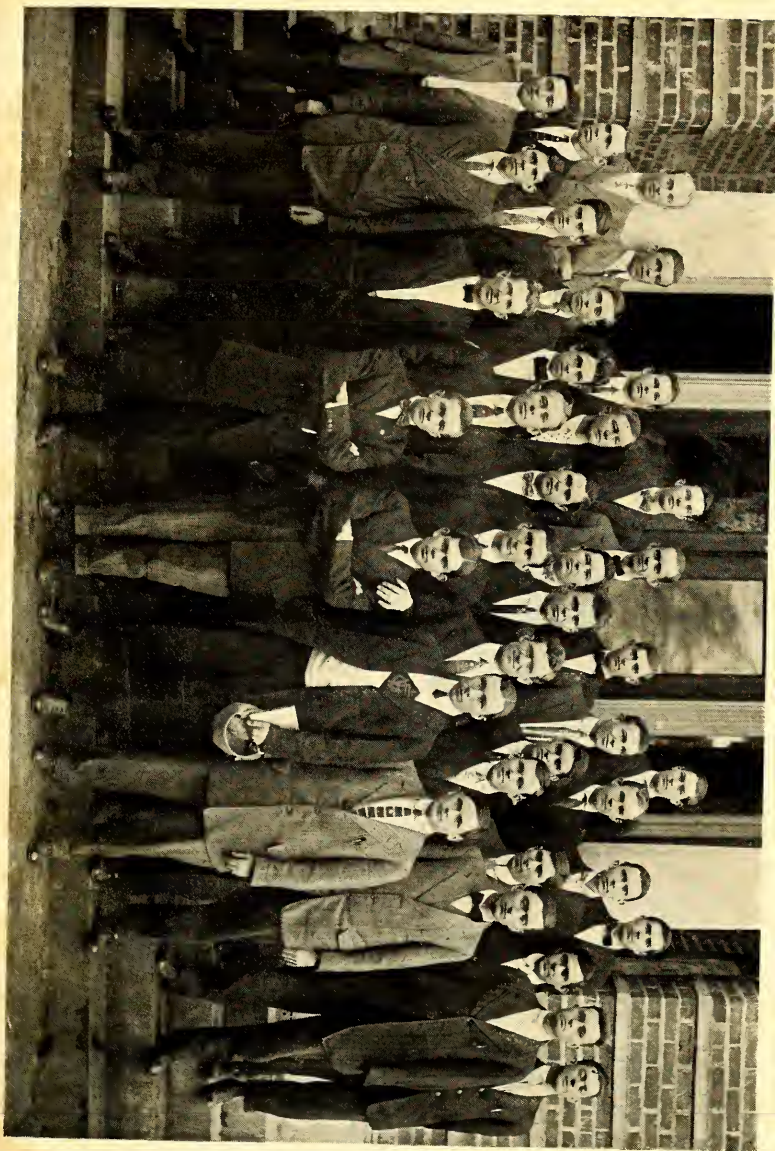
Satisfactory completion of this course entitles a student to a credit of one hour on the B.A. degree.

CLASSES—NUMBER OF STUDENTS.

1911-12.

Education I	43
Education II	23
Education III	11
Education IV	5
Education V	6
Teachers' Class	24
Sunday School Pedagogy.....	43
Total.....	155

THE TEACHERS' CLASS



The Teachers' Class

The Teachers' Class is composed of those students who are definitely committed to the teaching profession and who are applicants for teaching positions for the ensuing school year.

The class meets once a week for the study and discussion of educational topics, the primary aim being to prepare these men to stand the State High School Teachers' Examination.

President—M. L. BARNES.

Vice-President—L. B. OLIVE.

Secretary—J. S. EDWARDS.

Treasurer—J. C. JONES.

MEMBERS.

Abernethy, C. L.....	Alexis, N. C.
Barnes, M. L.....	Jubilee, N. C.
Beam, G. M.....	Prestonsburg, Ky.
Eddinger, W. L.....	Thomasville, N. C.
Edwards, W. B.....	Hickory, N. C.
Edwards, J. S.....	Mars Hill, N. C.
Gettys, S. C.....	Hollis, N. C.
Griffin, H. C.....	Woodland, N. C.
Huggins, M. A.....	Marion, S. C.
Hutchins, A. J.....	Windom, N. C.
Jones, J. C.....	Wingate, N. C.
Kennedy, D. S.....	Warsaw, N. C.
Kirksey, G. C.....	Morganton, N. C.
Mull, W. P.....	Cleveland Mills, N. C.
Nanney, H. A.....	Union Mills, N. C.
Olive, L. B.....	Apex, N. C.
Revelle, T. L.....	Conway, N. C.
Riggs, O. L.....	Durham, N. C.
Underwood, P. A.....	Wake Forest, N. C.
Warlick, A. C.....	Cleveland Mills, N. C.

The Education Club

The Education Club is composed of students from the Department of Education and the public school teachers of Wake Forest. The purpose of the club is social and professional. The club meets twice a month.

President—J. HENRY HIGHSMITH.

Vice-President—W. L. EDDINGER.

Secretary—MISS WILLIE MAY REYNOLDS.

Treasurer—L. B. OLIVE.

MEMBERS.

C. R. Sorrell.	S. C. Gettys.
M. L. Barnes.	A. S. Ballard.
W. P. Mull.	O. L. Riggs.
H. C. Griffin.	T. L. Revelle.
J. S. Edwards.	W. B. Edwards.
L. B. Olive.	W. L. Eddinger.
P. A. Underwood.	L. R. O'Brian.
D. S. Kennedy.	A. C. Warlick.
N. E. Wright.	M. A. Huggins.
W. C. Ellis.	G. W. Lassiter.
G. M. Beam.	Mrs. L. R. O'Brian.
J. C. Jones.	Mrs. W. L. Knight.
A. J. Hutchins.	Miss Katie Lindsey.
W. J. Crain.	Miss Anna Vernon.

Miss Willie May Reynolds.



THE EDUCATION CLUB

Graduate Teachers, 1908-1911

The following list gives the names and present addresses of the graduates who have entered the teaching profession during the incumbency of the present Professor of Education :

1908.

- Anders, R. G., Principal, Marshall, N. C.
Bryan, P. Q., Principal, Washington, N. C.
Carroll, J. G., Principal, Wingate, N. C.
Creech, Oscar, Principal, Castalia, N. C.
Hendrix, Tillette, Principal, Kernersville, N. C.
Jones, H. A., M.A., Associate Professor of Mathematics, Wake Forest, N. C.
Jones, W. J., Principal, Salemburg, N. C.
Little, W. D., Normal College, Ada, Okla.
Marshbanks, B. P., Buie's Creek Academy, Buie's Creek, N. C.
Massey, H. J., Principal, Severn, N. C.
Stringfield, P. C., Mars Hill College, Mars Hill, N. C.
Thorne, J. B., Bethel Hill Institute, Bethel Hill, N. C.
Tyner, B. Y., Teachers' College, Columbia University, N. Y. City.

1909.

- Beach, J. H., Assistant Principal, Prestonsburg, Ky.
Cable, N. T., Principal, Aurora, N. C.
Coggin, P. B., Principal, Blackwell, S. C.
Funderburk, Ray, Principal, Grifton, N. C.
Hendren, E. S., Principal, North Wilkesboro, N. C.
Higgs, W. H., Principal, Biltmore, N. C.
Joyner, G. H., Principal, Aurora, N. C.
Kurfees, F. W., Principal, Morven, N. C.
McMillan, R. L., Principal, Philadelphus, N. C.
Melton, N. A., Principal, Fruitland Institute, N. C.
Tyler, W. H., M.A., Goldston, N. C.
Walker, R. E., Principal, Windsor, N. C.

1910.

- Best, J. J., Principal, Youngsville, N. C.
Brickhouse, R. E., Principal, Woodland, N. C.
Broughton, J. M., Jr., Principal, Bunn, N. C.
Brown, G. C., Principal, Houston, Va.
Carrick, Dee, Principal Grammar School, High Point, N. C.
Clayton, J. B., Mars Hill College, Mars Hill, N. C.
Combs, A. B., Principal, Elizabeth City, N. C.
Davis, C. W., Principal, Godwin, N. C.
Hamrick, O. V., Principal, Whiteville, N. C.
Hill, W. R., Principal, Boonville, N. C.
Holden, F. T., Professor of English, City College, Baltimore, Md.
Hoyle, J. E., Principal, Aulander, N. C.
Jones, H. B., Principal, Lumber Bridge, N. C.
Olive, E. I., Principal, Fayetteville, N. C.
Ragland, Carl, Principal, Rockford, N. C.
Ray, A. B., Blue Ridge College, Union Ridge, Md.
Rodwell, R. O., Principal, Warrenton, N. C.
Settle, E. R., Principal, Whitakers, N. C.
Shanks, R. H., Professor of Mathematics, Military Academy,
Williamsburg, Ky.
Singletary, C. R., Principal, Barnesville, N. C.
Williams, A. R., Principal, Bayleaf, N. C.

1911.

- Bailes, G. L., State Normal School, Florence, Ala.
Buck, G. C., Associate Principal, Wingate School, Wingate, N. C.
Burnett, J. H., Principal, Snow Hill, N. C.
Campbell, L. H., Buie's Creek Academy, Buie's Creek, N. C.
Campbell, A. C., Buie's Creek Academy, Buie's Creek, N. C.
Cheek, J. M., Assistant Principal, Liberty-Piedmont Institute,
Wallburg, N. C.
Futrell, W. E., Principal, Ronda, N. C.
Garrison, S. C., Principal, Crouse, N. C.
Harrill, E. A., Superintendent, King's Mountain, N. C.
Haynes, L. Q., Principal, Andrews, N. C.
Huggins, F. M., Assistant Principal, Round Hill School, Union
Mills, N. C.

- Jenkins, E. B., Principal, Carthage, N. C.
Murchison, C. M., Principal, Franklin, Va.
Olive, J. L., Winterville High School, Winterville, N. C.
Rodwell, G. M., Professor, Columbia College, Lake City, Fla.
Sullivan, R. A., Principal, Potecasi, N. C.
Teague, T. S., Principal, Atkinson, N. C.
Vernon, J. B., Principal, Stem, N. C.
Wallin, H. A., Principal, Pinnacle, N. C.
Woodall, E. J., Principal, Fuquay Springs, N. C.
Woodward, I. C., Assistant Principal, Fruitland Institute, N. C.
Wright, E. N., Principal, Dillsboro, N. C.

Report of the Trustees to the Baptist State Convention, December 7, 1911

The Board of Trustees of Wake Forest College begs to assure the Convention of its cordial appreciation of the privilege of making this annual report. The Convention took the initiative in founding the college seventy-seven years ago, and in all the subsequent history has given the institution that practical moral support without which it could not have done its large and noble work, even if it could have survived. And this same support is the best guarantee of the continuation and extension of this work in the years yet to come.

The college has suffered serious losses during the past year. On the 10th of July, Professor John Bethune Carlyle, of the chair of Latin, entered into rest. From 1887 to 1890 he was Associate Professor of Latin, and from 1890 to the day of his death he was Professor of Latin. Few men have served the College in a larger and more permanent way; none has served it with a warmer loyalty and affection. At midnight, November 6th, Mr. Henry C. Dockery, one of the most useful members of our Board of Trustees, passed out from us to his eternal reward. Since June, 1883, he had been in continuous service on the Board. His attachment to the College and his belief in its future he showed in many practical ways. We shall sadly miss his clear judgment and the geniality of his spirit. Dr. J. W. Lynch's removal from North Carolina deprives us of a rare wisdom in counsel which we could ill afford to lose.

The Convention will be interested in new appointments to the faculty of the College. Mr. Jay Broadus Hubbell, Bachelor of Arts of Richmond College, and Master of Arts of Harvard University, with a year and a half of special studies in his chosen department in Columbia University, was appointed Associate Professor of English at our May session, and took up his work in the College with the opening of the fall term. At a special meeting of the Board, August 8th, Mr. Hubert McNeill Poteat, a Wake Forest Master of Arts and for two years Drisler Fellow in Classical Philology in Columbia University, was appointed Professor of

Latin to succeed the late Professor Carlyle, with a year's leave of absence to complete his contract as Master of Latin in the Hotchkiss School. He will begin his work in Wake Forest next September. At the same meeting Dr. G. W. Paschal, Associate Professor of Latin and Greek, was advanced to the rank of Professor of Latin and Greek. In May Mr. Hubert A. Jones, Master of Arts and Bachelor of Laws of Wake Forest, was appointed Associate Professor of Mathematics. In 1910 and in 1911 he did graduate work in his special department in the University of Chicago. Miss Louise P. Heims, graduate of the Chelton Hills School, Philadelphia, and of the Library Department of Drexel Institute, was appointed Librarian to the College, September 7th, and Miss Iola Temple, of the Morehead City Hospital, Head Nurse of the College Hospital, together with Bursar Elliott B. Earnshaw as Superintendent of the Hospital.

The advance of student enrollment over previous records continues. In our last report to your body the number was 375, whereas it is now 413. Of this number 82 are ministers and 12 are in the Volunteer Mission Band. There is a larger enrollment of students in voluntary Bible and Mission study classes than in any previous session, and the interest pervades all the departments of the College. For example, every member of the second year Medical class is a member of a Mission Study class. A notable event in the autumn term was the Bible Conference under the auspices of the Young Men's Christian Association, November 2-5. One hundred delegates from other colleges in the State attended, and the religious life of the College was quickened and deepened as it has rarely been before. An accessible room has been set apart as an office for the college pastor and the officers of the Young Men's Christian Association, to the distinct advantage of the work of both. Rev. Mr. Johnson, the college pastor, continues his faithful and exceptionally efficient work, and is now definitely committed to the erection of a suitable church building for the use of the community and the students of the College.

The needs of the College increase in number and pressure with the increase of students and the enlargement of opportunity. We seem now to face the alternative of building a new dormitory or shutting the door against many worthy young men who seek the

Wake Forest training. The present dormitories of the College accommodate only eighty-eight men, so that the great majority of the students are forced to find lodgings in the village. Under the pressure of the last year or two the price of these village lodgings has gone up to almost prohibitive figures, certainly in the case of many of the students. Shall we build or shut the door?

And there is the practical problem of the Law Department. Its dignity, size, and importance demand better equipment and larger quarters. In one of its classes men are forced to sit on the window sills, and still they come for the superior instruction of our exceptional teachers. It would appear that a new building for Law is an immediate necessity.

The College Library contains about 20,000 volumes and receives the best of the current literature. Its practical efficiency, however, is seriously handicapped by the inconvenience and inadequacy of its present building, and its treasures are constantly exposed to irreparable loss by fire. There is urgent demand for a modern building and for a larger endowment fund for the maintenance and extension of the library. A beginning in the direction of meeting these needs was made at our annual session in May, when \$20,000 of the general endowment fund was set aside and designated as a Library Endowment Fund. It is hoped that the friends of the College will increase this fund and that, in that case, an adequate building will be provided.

The increasing patronage of the College taxes not only the available lodgings and lecture rooms, but also the present teaching force. The more students we have, the more sections have to be made in certain of the classes, and that in turn means more teachers. But the salaries of the devoted men who are already engaged upon this great enterprise are small from every point of view, and the trustees ought to increase them before other teachers are added. Accordingly, in this situation we seem to meet again the question of the door. The alternative is, more income or shut the door.

We beg to ask your attention to the status of the effort to increase the endowment inaugurated in this Convention at its 1906 session. Under the agreement with the General Education Board, the close of the year 1910 was the limit of the collections

on this fund. At that time it was found that the College had collected \$88,348.92, when the pro rata gift of the General Education Board was added, the total result of the effort led by Professor Carlyle was the increase of the endowment by \$117,798.56. Our request of the General Education Board for the extension of the time for the collection of the endowment notes to December 31, 1911, was generously granted. There are now twenty-four days remaining in which to secure the balance due on these notes. Our appeal is once more to the loyalty and liberality of the friends who up to this good hour have been our reliance and inspiration.

WILLIAM LOUIS POTEAT, *President,*
For the Board of Trustees.

Faculty Personals

Mr. Hubert McNeill Poteat, Professor-elect of Latin, spent the month of December at Wake Forest.

The session of the Baptist State Convention at Winston-Salem was attended by President Poteat and Professors Brewer, Cullom and Timberlake. Dr. Brewer was one of the secretaries and Dr. Cullom was reëlected president of the Pastors' Conference.

Chaplain W. N. Johnson was, of course, present at the Convention and made an address on "The Practical Application of Christianity to All the Phases of the Life of North Carolina." The address has attracted wide attention and will be printed by order of the Convention in pamphlet form.

Since the last record in the BULLETIN President Poteat has met the following engagements: August 1, Beulah Association, Person County; August 30, Liberty-Piedmont Institute, two addresses; September 15, Raeford Institute; September 30, Green River Association, Rutherford County; October 14, Cumberland Association, Fayetteville; October 23, before the Baptist Ministers' Conference, New York City, on "The Biological Revolution," and before the same body October 30, on "The Negro of the South"; November 18, anniversary address before the Literary Societies of Meredith College, on "The Happiness of College Life"; December 4, before the Pastors' Conference, Winston-Salem, on "The Preacher as Prophet"; December 31, Kinston, two addresses; January 7, The Tabernacle, Raleigh, ordination address; January 18, Furman University, address at the formal opening of the new Science Hall. Twice during the fall term he was in New York City on College business, October 21-November 5, and December 18-23.

Dr. E. W. Sikes has made addresses as follows since the last publication of the BULLETIN: Coates, November 4; Lucama High School, December 15; Flat Rock Church, December 27; Wake Forest Junior Order celebration, December 28.

Dr. Charles E. Brewer was reëlected one of the recording secretaries of the Baptist State Convention at Winston. He addressed the Convention on the report of the Old Ministers' Relief Trustees. In the Sanford Sunday School Institute, January 18th to 21st, he gave six lectures on certain phases of Sunday School work.

Dr. G. W. Paschal published in the current number of "Classical Philology" a review of the new Leubner Edition of Nonnus' *Dionysiaca* (Ludwig).

Professor J. Henry Highsmith, of the Department of Education, has made the following addresses since the last publication of the BULLETIN: Reedy Creek Church, Wake County, October 14, "The Sunday School"; Liberty-Piedmont Institute, Wallburg, N. C., October 28-29, address on Education before the students of the Institute, and three lectures on Sunday School work before the Union Meeting; Bunn High School, Franklin County, November 17, "The Tendency in Education"; Littleton, N. C., November 19, two addresses at the Baptist Church; The Baptist Tabernacle, Raleigh, N. C., December 12, social meeting of the B. Y. P. U., an address on "The Young People's Union"; Rolesville, N. C., December 14, two lectures before the Sunday School Institute; Second Baptist Church, Durham, N. C., December 25, Christmas address.

Among the Alumni

Rev. Marshall V. McDuffie (B.L., 1881) leaves his New Jersey pastorate to take up, January 1, 1912, the financial agency of Furman University, Greenville, S. C. Mr. McDuffie was a classmate of President Edwin M. Poteat.

Mr. John M. Davis (B.A., 1880), a full graduate of Rochester Theological Seminary, has been for the past fifteen years in business in New York City. He is at present the president of the Fear Naught Company, 309 Broadway, a company controlling the manufacture and sale of a new and most promising tire for automobiles. Mr. Davis' love for his Alma Mater continues unabated.

Principal Dauphin D. Dougherty (B.A., 1892) of the Appalachian Training School, Boone, N. C., paid a visit to Wake Forest about the first of December. He was accompanied by Mrs. Dougherty.

Colonel Thomas Stephen Kenan (1853-4) passed away in Raleigh December 23d. Born in 1838 he took two years in Wake Forest College, of which he always spoke with satisfaction, and completed his college training at Chapel Hill in 1857. In the Civil War he was distinguished, served his State afterwards as a member of the General Assembly and Attorney-General, and from 1886 to the day of his death he was Clerk of the Supreme Court of North Carolina.

Mr. Edgar E. White (B.A., 1909) is now in his third and last year in Crozier Theological Seminary, where he will complete his studies next June. He is taking courses at the same time in the University of Pennsylvania, and will receive the degree of Master of Arts from that University at the next commencement. With the beginning of the year Mr. White entered upon the pastorate of the Tenth Baptist

Church, Philadelphia. Upon the request of Wake Forest church, of which he is a member, the Baptist Tabernacle, of Raleigh, called a presbytery and ordained him the evening of January 7.

Mr. Trela D. Collins (B.A., 1910), who is a student of Crozier Theological Seminary of the second year, was ordained to the full work of the Gospel ministry at the Baptist Tabernacle, Raleigh, the evening of January 7. Mr. Collins is expecting to receive the Master of Arts degree from the University of Pennsylvania at the next commencement. During the last summer vacation he was Superintendent of the Sunday School of the Chestnut Street Baptist church, and taught a vacation Bible course of six weeks in that church.

Mr. F. T. Burke (1903-4, '04-5, '05-6, '06-7) entered College from Iredell County. His home now is Portales, New Mexico, and at that place on November 9 he was married to Miss Jim Dobbs.

Hon. H. C. Dockery ('66-'67), merchant, planter, and leading citizen of Rockingham, died November 16, 1911. An extended article in the *Rockingham Post*, of November 16, speaks of him as the leading citizen of the Pee Dee section. Mr. Dockery had a genial, attractive manner. It was a source of no small gratification to him that an intimate friend once said of him "He was always a fool about children."

He was a trustee of Wake Forest College from 1883 till the day of his death, was moderator of the Pee Dee Association, and easily one of the most prominent men of his section. Above all he was a true soldier of Jesus Christ.

Alfred S. Dockery (1891-2, '92-3), son of Hon. H. C. Dockery, died only a few months before his father.

In the *Carolina Democrat* of December 22 appears a comprehensive and entertaining sketch of Governor W. W. Kitchin (B.A., 1884) by his intimate friend, C. J. Hunter (B.S., 1881). He was first elected to Congress from the Fifth District in 1896. His opponent at that time was the Hon. Thomas Settle, a brilliant campaign speaker. Kitchin was the only Democrat elected to Congress that year from the State. He represented his district in Congress for twelve years, and voluntarily resigned to become Governor.

While in Congress he made several notable speeches, and was one of the prominent members of that body. Speaking against a ship subsidy on April 6, 1906, he said: "For myself, I fail to see how any appropriation, otherwise wrong, can be made right because of its 'coming our way.' If it is right, to support it by such an argument tends to discredit it as it is an appeal to selfishness and not to judgment."

President T. J. Simmons (M.A., 1883; LL.D., 1903), of Brenau College, Georgia, who is making, with Mrs. Simmons, a tour of the world, sends a photograph of his party, taken at the Pyramid of Cheops, December 1.

The Wake Forest Alumni Association of New York City was organized at a dinner at the Grand Hotel, Thursday evening, October 26. Rev. Oscar Haywood, D.D., pastor of the Collegiate Baptist Church, was elected president; Dr. M. L. Carr, a member of the Clinical Staff of the College of Physicians and Surgeons, Columbia University, vice-president; Mr. John H. Royall, 445 W. 31st street, secretary; Mr. John E. Ray, Cornell University Medical College, treasurer; with Mr. S. S. Woody, 13th and Broadway; Mr. George B. Carter, 135 W. 14th street, and Mr. James T. Broughton, 7 W. 107th street, as Committee on Membership.

WAKE FOREST CLUB IN TEXAS.—Dr. C. B. Williams, of Fort Worth, sends the following delightful report:

At the Baptist State Convention in Waco last week a call was made for Wake Forest men to meet in the new State House Hotel for a banquet given by Mr. D. F. Lawrence, who, in the last few years, has done a great deal of work for Baptists in Louisiana, but is now being welcomed in Texas.

For two hours Wake Forest's happy sons in Texas ate and chatted and toasted together. We seemed to be transporting ourselves back to our splendid literary halls. How the memory of those formative days thrilled our hearts as we communed with one another as brothers and sang the praises of our Alma Mater. There were ten loyal sons of Wake Forest College around this banquet board—Dr. J. F. Love, Dallas; Prof. J. L. Kesler, Waco; Prof. C. T. Ball, Fort Worth; Prof. W. F. Fry, Abilene; Rev. W. J. Ward, Divine; Rev. D. F. Lawrence, Fort Worth; Dr. C. R. Taylor, Graham; Dr. S. J. Porter, San Antonio; Dr. C. A. Ridley, Beaumont; Prof. C. B. Williams, Fort Worth. At the close of the banquet we organized the Wake Forest Club in Texas. Prof. C. B. Williams, Southwestern Theological Seminary, was made Secretary, and Prof. J. L. Kesler, Baylor University, was elected President. Dr. George W. Truett, a true and honored son of North Carolina, was elected honorary member of our club.

We all paid our tribute of love to Wake Forest, and promised that we should prove ourselves so loyal to all Texas Baptist enterprises as to reflect honor on our Alma Mater. We all send greetings to the sons of Wake Forest now on the Hill, and to our old teachers whose gracious services are still prolonged to bless the world.

Record

December 17th Pastor Walter Johnson exchanged pulpits with Rev. S. J. Morgan, of Henderson, N. C.

The term examinations began December 14th and closed December 22d, occupying eight days, including Saturday.

North Carolina is a plant-bed of Baptist preachers, where the Baptists get up at 2:00 o'clock at night to see if the stars are shining down on their beloved Wake Forest College.—Dr. William E. Hatcher.

The question proposed by Baylor University for the Easter Debate is, "Resolved, That the Initiative, Referendum, and Recall (the recall not to apply to the judiciary) is a Wise Government Policy." Wake Forest chose the affirmative.

On the evening of November 27, Dr. J. O. Revis, of the First Presbyterian church, Columbia, S. C., addressed the Y. M. C. A. in a public meeting of that body, on the subject, "My Recent Visit to Africa."

The enrollment of students for the spring term is 425. The total enrollment of last session was 405.

The Board of Trustees, at the Winston-Salem meeting, December 7, authorized Professor N. Y. Gulley, Dean of the Department of Law, to secure subscriptions for the erection of a law building. It is thought that an adequate building can be erected at a cost of approximately \$20,000.

The Senior Speaking for the fall term occurred on the evening of November 23, having been postponed at the request of the speakers from November 17. The representatives from the Senior class, delivered addresses as follows: R. P. Blevins, "The Call of North Carolina"; G. M. Beam,

"Education as an Economic Asset"; G. G. Wall, "A Prince and Martyr"; G. W. Bagwell, "The Independent Voter"; O. L. Riggs, "The Rural South"; M. L. Barnes, "Inspiration of Purpose."

On the evening of November 10, at 7:30 o'clock, in the Wingate Memorial Hall, a memorial service in honor of the late Professor J. B. Carlyle was held under the auspices of the literary societies, the students attending in a body. Under the direction of Mr. T. S. Guy, chairman of the committee on arrangements, the following program was impressively carried out:

1. Doxology, by the congregation.
2. Invocation, by Dr. C. E. Brewer.
3. Carlyle from a Religious Standpoint—J. A. Ellis.
4. Anthem, by the choir.
5. Carlyle's Contribution to Education—W. M. Scruggs.
6. Hymn, by the congregation.
7. Carlyle's Contribution to Education in the Matter of Finance—S. C. Hilliard.
8. Quartette, by members of the Faculty.
9. Carlyle the Statesman—R. S. Pruett.
10. Hymn, by the congregation.
11. Benediction, by President Poteat.

On Thanksgiving Day, November 30, Wake Forest closed its fourth season of football. Mr. Frank Thompson, of Raleigh, was coach of the team. Games were played during the season as follows:

September 29th, at Wake Forest; Wake Forest against Warrenton High School. Score, W. F. 61, Warrenton 0.

October 7th, at Chapel Hill; U. N. C. against Wake Forest. Score, U. N. C. 12, W. F. 3.

October 14th, at Wake Forest; Wake Forest against Roanoke College. Score, W. F. 53, Roanoke 0.

October 21st, at Lexington, Va.; Washington and Lee against Wake Forest. Score, Washington and Lee 18, W. F. 5.

October 28th, at Charlottesville, Va.; U. V. against Wake Forest. Score, U. Va. 29, W. F. 6.

November 4th, at Greensboro, N. C.; Wake Forest against Davidson. Score, Davidson 9, W. F. 0.

November 18th, at Wake Forest; Wake Forest against A. & M. Score, A. & M. 13, W. F. 5.

November 30th, at Durham, N. C.; Wake Forest against U. S. Ship Franklin. Score, W. F. 26, Franklin 0.

The Seventh Annual North Carolina Intercollegiate Bible and Mission Study Institute was held at Wake Forest November 2-5, 1911. Speakers and leaders of the Institute present were Dr. W. D. Weatherford, International Student Secretary; Rev. C. G. Hounshell, Secretary of Voluntary Mission Bands, and Mr. Clayton S. Cooper, International Student Secretary, with Mr. G. S. Johnson, State Secretary for North Carolina. Delegates present numbered 105. Mr. Johnson expressed the view that the Conference was the most successful which has been held in recent years. Certainly for the religious life of Wake Forest College the Conference, with the meetings following it on Monday and Tuesday nights, conducted by Mr. Cooper, stands apart in the awakening of conscience and the reënforcement of the purpose to lead the clean and upright life.

The report of the Wake Forest Trustees to the Baptist State Convention, December 7th, printed elsewhere in this issue of the BULLETIN, was effectively discussed before that body by Rev. J. Clyde Turner, of Greensboro; Dr. B. W. Spilman, of Kinston, and Mr. A. Wayland Cook, of Greensboro.

Announcements

Dr. Newell Dwight Hillis, of Plymouth Church, Brooklyn, has accepted the invitation of the faculty to preach the baccalaureate sermon and to deliver the literary address at Commencement next May.

The February issue of *The Wake Forest Student* will be a Carlyle Memorial Number. It will practically be a biography of the lamented teacher and educational leader. It will contain ten chapters, embodying: Early life, the Robesonian; Carlyle, the student; the teacher; the religious worker; Carlyle's work for North Carolina; his work for Wake Forest College; his work as a Mason; the closing scenes. Hundreds of his admirers will wish this special number which should be ordered now from W. L. Eddinger, Business Manager, Wake Forest, N. C. The price is 25 cents per copy.

The anniversary exercises of the Literary Societies will occur Friday, February 16. At 2:00 o'clock p. m. the query, "Resolved, That the Right of Suffrage Should Not be Restricted on account of Sex," will be debated, Messrs. A. T. Allen and Sam Long, Jr., upholding the affirmative, and Messrs. R. R. Blanton and J. C. Brown the negative. At 7:30 p. m. orations will be delivered by Messrs. S. C. Hilliard, representing the Philomathesian Society and W. M. Scruggs, the Euzelian Society.

A series of three debates with Baylor University, Waco, Texas, has been arranged by the Debate Council, representing the Euzelian and Philomathesian Literary Societies. The first of the series will occur at Waco, next Easter, the query being, "Resolved, That the Initiative, Referendum, and

Recall (the recall not to apply to judges) is a Wise Government Policy." The second debate will be held at Raleigh, N. C., Easter, 1913, and in case a third is necessary, it will be held at Macon, Ga., Easter, 1914.

The Hubert A. Royster Medal for Athletics and Scholarship

CONDITIONS OF AWARD.

The recipient of the Hubert A. Royster Medal for athletics and scholarship must meet the following conditions:

1. He must be recommended to the Trustees for a Bachelor's degree at the Commencement when the award is made, and of his competitors in intercollegiate athletic contests must have made the highest average of scholarship on his entire college course. For the award at the Commencement of 1912, the record of scholarship will be limited to the session of 1911 and 1912; for the award in 1913, the record will be limited to the sessions 1911-12 and 1912-13; for the award in 1914 the record will be limited to the sessions of 1911-12, 1912-13, and 1913-14; for the award in 1915 the record will cover the four preceding sessions. In case he receives his college degree in less than four years of resident study in Wake Forest, then the record of scholarship must cover the period of his resident study.

2. He must have participated for at least one season during his college course in one or more of the following forms of intercollegiate athletics:

(a) Football, in which he must have played in the Thanksgiving game and three or more other games besides.

(b) Baseball, in which he must have played in eight intercollegiate games, excepting the pitcher, who must have played in at least five games.

(c) Basketball, in which he must have played in one-half the scheduled games.

(d) Tennis, in which he must have represented the College in at least one meet.

(e) Track, in which he must have made an average of three points in every meet, or have made five points in any one meet.

